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Findings of this comprehensive study of the Brigham Young University Library are based upon interviews held with university administrators, faculty, and students and extensive documentation provided by the library director and staff. Recommendations for constructive action are made in each section of the survey report. These suggestions include: (1) the establishment of the position of assistant director for the supervision of library technical service departments, (2) an increase in financial support and a change in ratio between book funds and salaries, (3) a major addition to the present library building, (4) engaging in cooperative acquisition projects and faculty participation in book selection, (5) undertaking measures to stimulate student reading, (6) analyzing the ratio of professional to nonprofessional library personnel, (7) continuing to engage in cooperative activities, (8) accelerating the acquisition rate and undertaking a program to develop retrospective collections, and (9) giving consideration to faculty and student criticism and recommendations. (JB)

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A SURVEY OF THE LIBRARY
OF
BRIGHAM YOUNG UNIVERSITY

By

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Provo, Utah
Brigham Young University Library
1969

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FOREWORD

The present broad study of the Brigham Young University Library was undertaken upon the invitation of the Director of the Library, Donald K. Nelson. The findings are based upon a week spent on the BYU campus, October 27 - November 2, interviews with numerous individuals and groups in the University, and extensive documentation provided by Director Nelson and his staff.

Conferences were held with President Wilkinson, Academic Vice President Thomas, Vice President for Business Affairs Lewis, and Assistant Academic Vice President Smith; Deans Allen (Biological and Agricultural Sciences), Taylor (Business), Romney and Alley (Education), Porter (Family Living), Cannon (Assistant Dean, Fine Arts and Communication), Whetten (General College), Clark (Humanities), Jeppsen (Industrial and Engineering Sciences), Hartvigsen (Physical Education), Ludlow (Religious Instruction), Hickman (Social Sciences), Lloyd (Graduate College), Siddoway (Admissions and Records); Department heads Nelson (Chemistry), Morrell (Political Science), Hintze (Geology), Johnson (Library Science), Palmer (Asian Studies), Brown (French), West (English), Craig (Latin American Studies), Gardner (Physics), Jensen (History); Professors Anderson (History and Scripture), Shaw (Health and Safety Education), Palmer (Religious Instruction), Hyer (History), Midgley (Political Science); and the following Library administrators and department heads: Director Nelson, Assistant Director Schmidt, Larsen (Order Department), Heer (Bibliographic Section), Wiggins (Reference), Cottam (Social Science), Jensen (Curriculum), Smith (Science and Technology), Chapman (History and Religion), Allphin (Circulation), Webb (Humanities and Arts), Dees (Documents and Maps), Scott (Archives), Flake (Special Collections), Jenson (Catalog), Albrecht (Gift and Exchange). A meeting was held also with the Faculty Library Committee. On every hand, I received a friendly, cooperative reception and found an attitude of desiring to find the most satisfactory solutions to the Library's needs and problems.

Particular appreciation should be expressed to Donald K. Nelson and his colleagues on the Library staff, who were responsible for assembling a mass of data on every significant aspect of the BYU library operations, and to numerous members of the faculty who participated in detailed analyses and evaluations of the Library's collections.

The several thousand replies from BYU students on their use of the Library were organized and summarized by John W. Heussman, and the survey report was prepared for reproduction by Mrs. Clarabelle Gunning, both of the University of Illinois Library staff. Elizabeth C. Downs assisted in the analysis of student comments.

R. B. Downs

Robert B. Downs

January 1, 1969

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SUMMARY OF RECOMMENDATIONS

Under various sections of the following survey report on the Brigham Young University Library there are recommendations and suggestions for constructive action. If properly implemented these proposals will make important contributions to the effectiveness, general improvement, and progress of library services for scholars, students, and research workers in the University.

I. Administrative Organization

The position of assistant director for the supervision of library technical service departments should be established.

II. Financial Support

1. Student per capita support for the Library should be increased to a minimum of $100.
2. A book budget of $1,000,000 for 1969-70 should be the Library's goal, in order to raise its annual acquisition rate to 100,000 volumes, correct present deficiencies in its collections, and stay abreast of inflationary prices and the growing volume of publishing.
3. If institutional policies can be reconciled, application should be made for federal book funds to which the Library is entitled, or equivalent funds supplied from other sources.
4. To achieve a better balance between book funds and salaries, a 50-50 ratio should be reached as soon as practicable. (At present, of the total library budget, 52.9 is spent for books, periodicals, and binding and 40.9 percent for salaries and wages.)

III. Physical Facilities

1. A major addition to the present BYU Library building should be undertaken without delay, increasing available space by 200,000 square feet, thereby producing a total of 6,000 reader stations, space for 2,000,000 volumes, and doubling the technical services area.

2. Consideration should be given to a separate undergraduate library by (a) using all or a portion of the proposed new building for that purpose, or (b) converting the existing building into an undergraduate library facility.

IV. Technical Services

1. Participation by the BYU Library in such cooperative acquisition projects as the Farmington Plan and the Latin American Cooperative Acquisition Program may be advantageous..

2. Full participation by the faculty, aided by subject specialists on the Library staff, in book selection is recommended.

3. Continued use of the Dewey Decimal Classification, with certain practical modifications, is advised.

4. To reduce the inconvenience of binding delays, a staggered schedule of binding journals and more subscriptions to duplicate copies of periodicals in heavy demand are suggested.

V. Public Services

1. Measures to stimulate more student reading should be undertaken.

2. The Library's schedule of hours open for evenings and weekends should be extended.
3. A second exit turnstile during rush hours should be provided.
4. Periods for faculty loans should be carefully regulated, perhaps to a maximum of two months.
5. Institution of a twice-daily delivery service between the Library and departmental offices is proposed.
6. The disadvantages of the divisional system should be partially overcome by provision of separate stacks for little-used books and selective duplication of books of an interdisciplinary nature.

VI. Personnel

1. The ratio of professional to nonprofessional personnel in the BYU Library appears out of line with usual standards and should be fully analyzed.
2. The BYU Library's beginning salary level is satisfactory, but salaries for upper-level positions have not increased proportionally; the deficiencies should be corrected.
3. The BYU Library staff is substandard in size, as is shown by the relatively small percentage of the total budget spent for salaries and the obvious need for additional assistance in various overworked divisions.
4. The appointment of more subject and language specialists to the staff is recommended, to guide the growth of the collections and to provide expert reference and research aid to students and faculty.

5. The Graduate Department of Library and Information Sciences should aim toward American Library Association accreditation as soon as it can be achieved and at the same time become a Graduate School of Library and Information Sciences.

VII. Library Cooperation and Interrelationships

The Library should continue to engage in all forms of cooperation which will enrich its resources, improve its services to library users, and promote scholarly activity.

VIII. Resources for Teaching and Research

1. The BYU Library should accelerate its acquisition rate to a minimum of 100,000 volumes per year, with the objective of achieving a 2,000,000-volume library by 1980.
2. A concentrated and systematic program should be undertaken to develop the Library's retrospective collections, especially to complete files of many important periodicals.
3. Continued use of standard lists in special fields is advised for filling lacunae and correcting weaknesses in the collections.
4. Entire collections offered by dealers should be purchased only if: (a) the materials are needed by and pertinent to University programs; (b) duplication with the Library's holdings is not in excess of 25 percent; (c) the price is right; and (d) duplicate material can be disposed of to advantage.

IX. Faculty and Student Views

The most thoughtful consideration should be given to the constructive criticisms, suggestions and recommendations emanating from the thousands of Brigham Young faculty members and students who responded to the inquiries directed to them concerning library services.

1. BACKGROUND

In 1975, Brigham Young University will celebrate its Centennial. The institution occupies the pinnacle of the system of higher education maintained by The Church of Jesus Christ of Latter-day Saints. Since its founding, Brigham Young has established a national and international reputation for its teaching, research, and extension programs. The most rapid growth has occurred during the past two decades.

In 1925, 50 years after its birth, Brigham Young University enrolled only 1,350 students. At the end of 75 years, there was an enrollment of about 5,000. A decade ago, the figure had climbed to nearly 10,000, but by the fall of 1968, enrollment had more than doubled: 21,232 undergraduates and 1,780 graduate students, for a total of 23,012. Full-time faculty members with the rank of instructor or above numbered about 1,050.

As of 1968-69, Brigham Young's curriculum offered 103 fields for undergraduate majors or areas of concentration, 86 master's fields, and doctoral degrees were being awarded in 38 fields. Programs include agriculture, biological and physical sciences, engineering, business, education, fine arts, home economics, industrial education and technology, religious instruction, liberal arts, library science, and nursing.

The BYU Library's early growth was on a par with the institution as a whole. After 50 years, in 1925 the Library held only 45,000 volumes--considerably less than one year's growth at present. At the conclusion of its 75th year, there were about 210,000 volumes in the Library. A decade ago, 1958, the number had climbed to 277,000. From there, the rate of acceleration has been constantly increasing until it reached a total of 725,750 volumes on September 1, 1968.

The high position occupied by the Library in the BYU organization is demonstrated by many encouraging signs, among them: the rapid growth in the collections, the steady increase in book funds, the opening of a handsome well-planned central library building in 1961, the existence of an able, experienced staff with academic status, and, in general, the high esteem in which the Library is held by the faculty, students, and community.

Why, in the light of this favorable atmosphere, should a survey have been proposed for the BYU Library? A deciding factor may have been that the Library is on the borderline between being an excellent college library--adequate to support undergraduate and perhaps master's degree work in most fields--and a distinguished university library, capable of providing strong backing for doctoral level and faculty research. The time is propitious for a close examination of the library, both to identify its strengths and its weaknesses, and if possible to furnish guidelines for the future.

Further motivation for a searching look at Brigham Young's library needs--perhaps implied rather than explicitly stated--is the prevailing climate in higher education, particularly marked in the United States and Canada. Among the characteristics are the mounting tide of student enrollment at all levels, the doubling or tripling of faculties and staffs in many institutions, proliferating graduate and research programs, the creation of new departments of study and research, especially in area programs, a startling "information explosion" in nearly every field of knowledge, new physical plants, the emergence of revolutionary new technologies (some potentially valuable for bibliographical control and library operations), and a general age of change. The future consequences of these phenomena cannot be clearly visualized at present.

The pressures resulting from the extraordinary growth in higher education are strongly felt, of course, in college and university libraries. The rate of book and periodical publishing has been rising rapidly, accompanied by inflationary prices. An acute shortage of professional librarians throughout the country has made it difficult to add to, or even to maintain, existing library staffs. Library buildings less than a decade old are frequently being found inadequate in their provision of space for old and new types of library service, or to accommodate the increasing numbers of students, faculty, and staff members. At the same time, changing methods of instruction are sending students to their libraries in growing numbers, and there is more pressure on faculty members to do research and writing, requiring access to good libraries.

Doubtless because of such considerations as the foregoing, libraries have become status symbols, in the best sense of the term, among institutions of higher education. In the past every college and university had a library of sorts, but if it met only the minimum requirements of accrediting associations, none except the librarians and a few enlightened faculty members were concerned. Now, all that has changed. The present attitude is well stated in the American Council on Education's report, An Assessment of Quality in Graduate Education, which comments: "The library is the heart of the university; no other single nonhuman factor is as closely related to the quality of graduate education. . . institutions that are strong in all areas invariably have major national research libraries." In any event, never before in their history have American university libraries received the attention and support which have lately been accorded them.

But utopia is still far from being just around the corner, as is patent in the present comprehensive study of the Brigham Young University Library. The Library has made remarkable progress during the past decade--clear evidence that the University will never settle for mediocrity in its Library. Simply because the Library is now "reaching for the stars," aiming to achieve high rank among the university libraries of the nation, it must demand more of everything--more physical space, larger book collections, more highly-trained staff, and generous financial support. Only in these ways can continuing excellence of attainment be assured.

2. ADMINISTRATIVE ORGANIZATION

The first essential in an adequate library program is a plan of library government or policy that will insure the effective, functional operation of the university library and all of its divisions. On the basis of accepted theories of good administration and of practical experience in many institutions, following are some of the characteristics of such a policy:

1. The relationship of the librarian to the general university administration is clearly defined. The librarian is assigned responsibility for a major unit of the university serving every department and office in the institution; therefore, he should be nominated for appointment by the president and report directly to the president or to a high officer to whom the president has delegated authority, as do other chief administrative and educational officers.
2. The policy should define what constitutes the library resources of the university, specifying that they should include all books, pamphlets, periodicals, and other materials purchased or acquired in any manner by the university and preserved and used in libraries to aid students and investigators.
3. A sound policy places the administration of all library resources and services wherever located under the university librarian, making him responsible for the selection, acquisition, and preparation for use of books, journals, and other library

materials; for the selection and direction of the library staff; for the preparation of budgets and reports; and for the performance of such other duties as are commonly included under university library administration.

4. A policy statement ought to define the relationship of the librarian and the library staff to the educational and administrative units of the university, and the status of library staff members in relation to academic rank, tenure, sabbatical leaves, group insurance, retirement, and any other provisions which the university may make for its administrative, instructional, and professional members.
5. The policy should provide for a faculty library committee to assist the librarian in the allocation of book funds, to advise in programs of library development, and to bring faculty points of view to the administration of the library. The committee should be representative of the university (including one or more students), its members chosen for their interest in the provision of library resources and services for the university as a whole, rather than for any one particular area, and its function should be informative and advisory, rather than administrative and executive.

Such a statement of principles as that outlined above is not intended to confer upon the librarian any unusual or dictatorial power, but rather to give him the authority and standing needed to administer any large and important division of the University. The recommended policies rest upon the premises that the librarian and his staff are competent and merit such responsibility and the activities of the library are sufficiently important to the University to require centralized, efficient, and expert direction.

Applying the principles stated above as a guide, it is gratifying to note that the plan of organization officially adopted by Brigham Young University is in close agreement. In a "Statement of Policy for the University Library" signed by President Ernest L. Wilkinson on March 30, 1956, the following code was approved:

1. The director of libraries is charged with the administration of a major unit of the University which maintains contacts with all other units and serves all schools, colleges, departments, and interests, and assists them in the attainment of their various educational objectives. He shall be responsible to the President, as are other chief administrative and educational officers.
2. Members of the library staff shall be nominated by the director of libraries, approved by the President, and appointed by the Board of Trustees as are other members of the faculty. All members of the library staff are directly responsible to the director of libraries, who is responsible to the President for the proper organization of the library staff.
3. All books, periodicals, pamphlets, and other related materials

that can be best organized and made available for use by library methods, and are the property of the Brigham Young University, whether acquired through purchase, gift, exchange, or otherwise for University purposes, constitute the University library.

4. The President has established a Faculty Library Committee composed of representatives from the various colleges and professional schools of the University, one of whom is nominated chairman of the committee. This committee is of an advisory, rather than of an administrative character. The director of libraries is ex officio a member of the committee. This shall be one of the standing committees of the University.
5. The apportionment of the library book funds available to the various schools, colleges, departments, and other units of the University shall be the responsibility of the director of the libraries, with the advice of the Faculty Library Committee.
6. All expenditures for library materials and arrangements for using them shall be made under the administrative supervision of the director of libraries.
7. The location of library materials must serve the best interests of the respective users. Departmental collections shall be established and maintained outside the general library only upon the official approval of the President and the director of libraries. The policy of the University is, in general, against

the establishment of departmental libraries.

8. Duplication of library materials already existing in the general library, while sometimes desirable in the interest of teaching, shall be based on real need and shall be practiced only with reasonable regard for the limitations of library funds.

Articles 9-11 deal with procedures for accepting gifts; the centralization of purchasing, cataloging, and other operations; and the classification and status of the library staff. The last will be discussed in another section of the present report.

12. The director of libraries shall be ex officio a member of the Dean's Council.

13. The director of libraries shall be responsible for the implementation of a system to insure the maintenance of as well-balanced and adequate a book collection as the funds available will permit. To invite participation in book selection, each department shall be requested to name a library representative who shall be authorized to recommend the purchase of books for that department.

Article 14-16 concern the acquisition and maintenance of special collections in the field of Mormon Americana and religion and the use of library materials by faculty members and students.

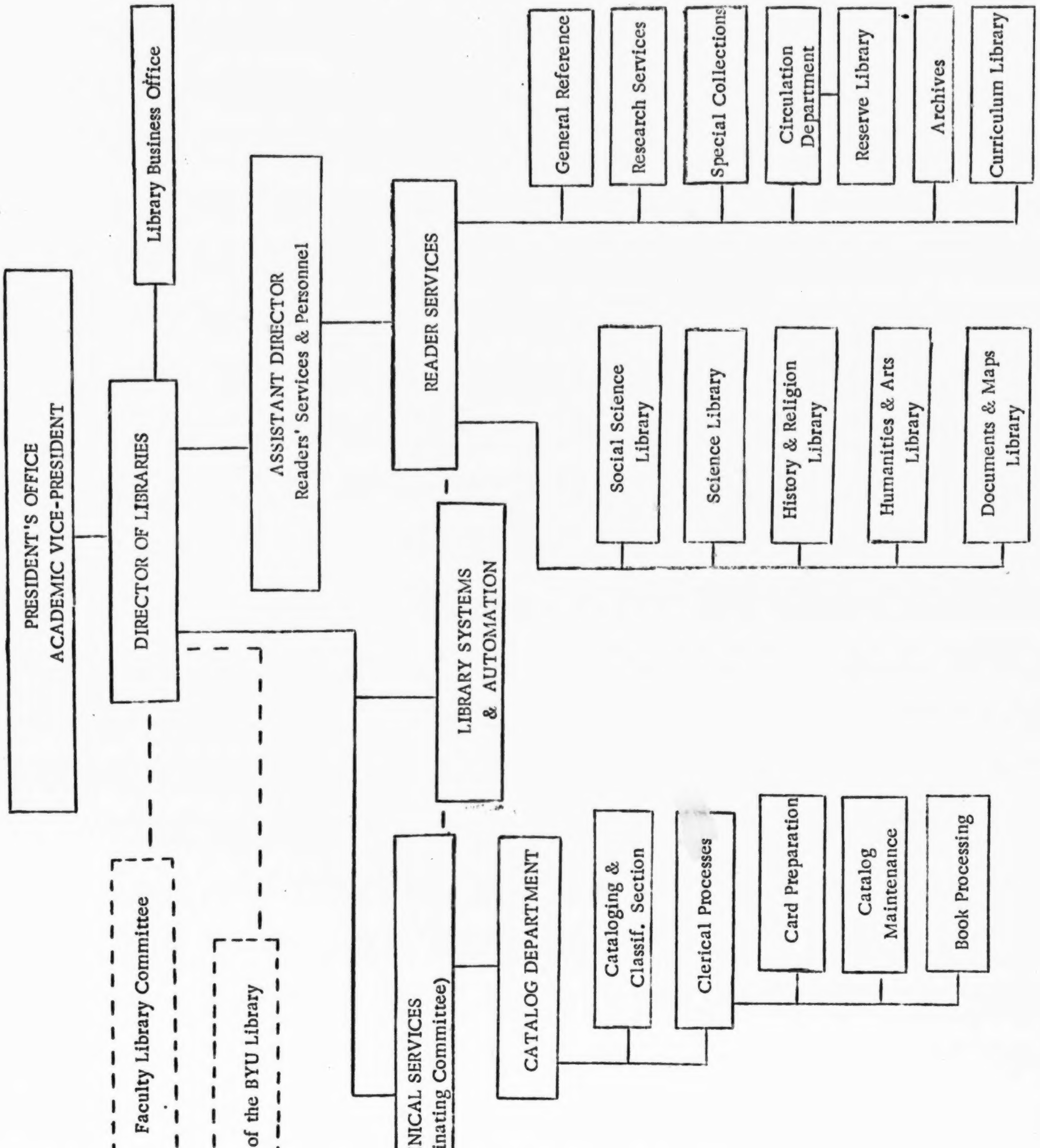
Thus, the series of regulations adopted for the guidance and governance of the BYU Library is soundly based and conforms to generally-accepted principles for strong and effective university library administration.

Organization

The present organization of the Brigham Young University Library is shown in the attached chart. This follows a pattern which has become common in large American university libraries: two broad division, one concerned with public or readers' services and the other with technical services. Such a bifurcated functional organization first came into general use about a generation ago, and has usually proven to be an effective scheme for administration.

Where this type of organization prevails, it is customary to appoint an assistant or associate director in charge of each of the two major divisions: a director of readers' services and a director of technical services. In the BYU Library, there is an assistant director supervising the readers' services, but the technical services report to the director, who is assisted by a coordinating committee. In view of the director's many general administrative responsibilities, the appointment of an assistant director in charge of the technical services is recommended.

As defined in the BYU Library Staff Manual, the director of libraries is charged, among other duties, with: formulating and administering policies, rules, and regulations for the use of the Library; preparation of the annual budget; guiding the development of the Library's book collections; preparation of an annual report; library public relations, on and off campus; and direct supervision of the Library's Business Office, technical services departments, library-related departments (Archives and History and Library Automation and Information Science), standing committees of the Library, and employment of


PRESIDENT'S OFFICE
ACADEMIC VICE-PRESIDENT
DIRECTOR OF LIBRARIES
Library Business Office
Faculty Library Committee
Friends of the BYU Library
ASSISTANT DIRECTOR
Readers' Services & Personnel
READER SERVICES
General Reference
Research Services
Special Collections
Circulation Department
Reserve Library
Archives
Curriculum Library
Social Science Library
Science Library
History & Religion Library
Humanities & Arts Library
Documents & Maps Library
LIBRARY SYSTEMS & AUTOMATION
TECHNICAL SERVICES
(Coordinating Committee)
CATALOG DEPARTMENT
Cataloging & Classif. Section
Clerical Processes
Card Preparation
Catalog Maintenance
Book Processing
ORDER DEPARTMENT
Bibliographic Section
Book Section
Serials Section
Gift & Exchange Section
Materials Preparation

full-time academic employees (aided) by the assistant director and library department heads).

The assistant director also has varied responsibilities. He serves, for example, as acting director of the Library in the director's absence; coordinates the selection function of subject librarians; supervises the work of the reader services departments; oversees the ordering of equipment and supplies and library building maintenance; has direct supervision of Information Research Services; and has full responsibility for the employment of nonacademic and student personnel and aids the director in the recruitment and employment of professional librarians.

The Library has four standing committees of the staff: Book Selection Committee, Technical Services Committee, Reader Services Committee, and Administrative Committee. Another permanent group, the Faculty Library Committee, is appointed by the academic vice president after consultation with the director of libraries, who serves as chairman.

An unusual position on a university library staff is that of Business Officer, maintained by the BYU Library. The Business Officer and his staff are responsible for all financial matters, including disbursements, collecting of funds, accounting, and general budget control; recording of time records for the staff; and the acquisition of supplies and equipment.

The director of libraries reports directly to the vice president for academic affairs, a logical channel of communication and one which appears to be working extremely well.

Centralization vs. Decentralization

On every university campus discussion goes on concerning the relative merits of centralized versus decentralized organizations for library service. Practices vary from completely centralized systems, with all library operations in one building, as at Brigham Young University, to a central library supplemented by numerous departmental libraries located elsewhere.

The decision at Brigham Young for full centralization of library services is highly commendable, though rarely found today in large universities. The arguments favoring this plan are convincing: (1) it avoids extensive duplication of books and periodicals; (2) it facilitates interdepartmental research; (3) the needs of a great majority of faculty members and students can best be met in a central building where library resources are concentrated; (4) library staff can be most effectively and economically used in a centralized organization.

The BYU Library has met in good measure the need for separate departmental libraries by placing small working collections in laboratories and offices, consisting of frequently-used handbooks, reference works, and a limited number of journals. Photocopying services are also freely available.

If the time should come in the future when overcrowding in the central library, expansion of the campus, or other factors should force review of the BYU centralized library policy, it is recommended that consideration be given to one or more divisional libraries, combining collections in a number of related subject, e.g., in the biological and physical sciences, rather than the establishment of departmental libraries limited to single areas.

Summary

The present organization of the BYU Library meets all the important criteria of sound administrative practices: (1) a clear and detailed set of statutes stating the scope of the Library's operations, the responsibilities of the director of libraries, and similar matters; (2) the standing Faculty Library Committee is representative of all University colleges and schools and is advisory in nature; (3) there is proper delegation of duties to an assistant director, department heads, and standing committees of the staff; (4) the director of libraries reports directly to the academic vice president; (5) a full-time Business Officer manages the Library's fiscal affairs; (6) there is complete centralization of library resources and services, except for small working collections placed for the convenience of laboratories and offices elsewhere on the campus.

The creation of a position of assistant director of libraries for the supervision of the technical service departments is recommended.

3. LIBRARY FINANCIAL SUPPORT*

Adequate financial support for resources, staff, space, and equipment is essential to a strong library program. No words are heard more frequently in university library administration than budgets and funds. The reason for the constant repetition is fundamental: a modern university library can function effectively only when it receives adequate financing. Certain criteria may be used to indicate a library's status in its institution. Such factors ought to be taken into account, for example, as the university's total income, student enrollment, size of the faculty, methods of instruction, whether the library is new or well established, and expenditures by other university libraries of comparable rank and character.

In standards adopted by the Association of College and Research Libraries (a division of the American Library Association) the following statement occurs:

> The library budget should be determined in relation to the total budget of the institution for educational and general purposes. The program of library service outlined in these standards will normally require a minimum of 5 percent of the total educational and general budget. The percentage must be higher if the library's

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*Since University policy restricts the publication of its institutional expenditure figures, these and library expenditure amounts have been excluded from this report.

holdings are seriously deficient, if there is rapid expansion in student population or course offerings, or if the institution fosters a wide range of studies at the graduate level or programs of independent study.

The ACRL standard, as noted above, states that a minimum of five percent of an institution's total educational and general expenditures is a proper proportion for the maintenance of strong library service. Over the past five years, the BYU ratios have varied as follows:

Year	Percentage of Total University Expenditures
1963-64	5.67
1964-65	5.36
1965-66	5.45
1966-67	6.67
1967-68	6.10

Of the total expenditures for the BYU Library in 1967-68, 52.9 percent was spent for books, periodicals, binding, and audio-visual materials; 40.9 percent for salaries and wages; and 6.2 percent for equipment, supplies, and miscellaneous expense. The ACRL standards state that "a good college library usually spends twice as much (or more) for salaries as it does for books." This is a college rather than a university standard, but the ratios should be similar. A study recently made of the top 25 U.S. university libraries found that the percentage spent for books ranged from 23.7 at Harvard to 49.2 at the

University of Texas, with an average of 34.8 conforming closely to the ACRL recommendation. It would appear, therefore, that the BYU percentages are disproportionately low for salaries and high for books. One must conclude that not too much is being spent for books, but too little for salaries.

Another device frequently used for measuring the adequacy of financial support for college and university libraries is the expenditure per student. There are no exact standards here, though certain accrediting associations have recommended specific per capita levels of support and one can study norms among institutions of recognized quality. Such factors as the number of graduate students and the nature of the curricula should be taken into account in weighing one institution against another. Without attempting any refinements, however, it may be of interest to compare BYU's student per capita library expenditures with those of other universities in the western region. Enrollment figures for the fall of 1967 are taken from School and Society's annual compilation, and library expenditures from the Association of Research Libraries' annual summary for 1967-68.

Thus in per student expenditures for library purposes, BYU ranks 10th in the group of 11 western universities, three privately and eight publicly supported. Its figure of $67 per capita was $67 below the group average of $134, or exactly 50 percent of the average.

Institution	Per Capita Library Expenditure
Brigham Young	$ 67
Arizona	57
California (Berkeley)	191
UCLA	183
Colorado	74
Oregon	106
Southern California	89
Stanford	417
Utah	76
Washington (Seattle)	107
Washington State	103

Inflationary Costs

Since World War II, libraries, in common with the economy in general, have been caught in an upward spiral of inflation, as salaries, wages, books, periodical subscriptions, binding, equipment, and supplies have experienced a steady rise in costs. The extent of the increase in the price of books, for example, is shown in the following cost index, over the past decade, limited to hard-cover, trade and technical books only:*

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*Bowker Annual of Library and Book Trade Information, 1968. p. 103.

	1957-59		1967	
Category	Average Price	Index	Average Price	Index
Agriculture	$ 6.01	100.0	$ 8.90	148.1
Art	10.89	100.0	12.32	113.1
Biography	5.02	100.0	8.52	169.7
Business	7.21	100.0	9.77	135.5
Children's Books	2.63	100.0	3.41	129.7
Economics	6.24	100.0	8.65	138.6
Education	4.78	100.0	5.61	117.4
History	6.25	100.0	9.02	144.3
Law	8.86	100.0	12.52	141.3
Literature, Fiction	3.48	100.0	4.80	137.9
Literature, General	3.32	100.0	6.84	206.0
Literature, Poetry	3.16	100.0	5.49	173.7
Literature, Drama	3.86	100.0	6.49	168.1
Medicine	8.20	100.0	12.78	155.9
Music	5.95	100.0	8.69	146.1
Religion	3.73	100.0	5.66	151.7
Science	8.14	100.0	12.15	149.3
Sports	4.68	100.0	7.25	154.9
Technology	8.33	100.0	12.86	154.4
Total	$ 5.29	100.0	$ 7.99	151.0

Using an index of 100, therefore, for average prices in 1957-59, the index had increased to 151 by 1967, the last complete year. A total of 15,952 books are represented in the sample, a number large enought to insure reasonable validity. The average annual increase over the entire period is more than five percent.

For periodicals, a major category in college, university and research library collections, the trend is even more marked. Following are the data as reported:*

U.S. Periodicals: 1967

Index of 100.0 equivalent to average price for 1957-59

	1957-59		1967	
Subject Area	Average Price	Index	Average Price	Index
Agriculture	$ 2.65	100.0	$ 4.34	163.8
Business & Economics	4.96	100.0	7.09	142.9
Chemistry & Physics	10.04	100.0	22.35	222.6
Children's periodicals	1.99	100.0	2.48	124.6
Education	3.99	100.0	5.97	149.6
Engineering	5.40	100.0	9.04	167.4
Fine & Applied Arts	4.52	100.0	6.52	144.2
General Interest Pub.	4.91	100.0	6.78	138.1
History	4.42	100.0	5.74	129.9
Home Economics	4.07	100.0	6.05	148.6
Industrial Arts	4.17	100.0	6.65	159.5
Journalism & Communications	3.90	100.0	5.55	142.3
Labor & Industrial Relations	2.11	100.0	2.85	135.1

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*Bowker Annual of Library and Book Trade Information, 1968. p. 105.

Subject Area	1957-59 Average Price	1957-59 Index	1967 Average Price	1967 Index
Law	$ 5.35	100.0	$ 8.00	149.5
Library Science	3.55	100.0	5.64	158.9
Literature & Languages	3.77	100.0	5.08	134.7
Math., Botany, Geology, & General Science	6.27	100.0	13.75	219.3
Medicine	9.90	100.0	17.97	181.5
Philosophy & Religion	3.78	100.0	5.01	132.5
Physical Education & Recreation	3.23	100.0	4.69	145.2
Political Science	4.21	100.0	5.86	139.2
Psychology	8.66	100.0	13.82	159.6
Sociology & Anthropology	4.08	100.0	5.86	143.6
Zoology	8.04	100.0	12.53	155.8
Total	$ 4.92	100.0	$ 8.02	163.0

The average index, it will be noted, advanced to 163, but in a number of important categories ranged considerably higher: chemistry and physics, 222.6; mathematics, botany, geology, and general science, 219.3; and medicine, 181.5.

Another category of growing significance is serial services. The following table shows average prices and cost index for U.S. serial services in 1967, using the 1957-59 period again as a basis for pricing:*

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*Bowker Annual of Library and Book Trade Information, 1968. p. 106.

	1957-59		1967	
Category	Average Price	Index	Average Price	Index
Business	$ 78.75	100.0	$116.37	147.8
Law	28.46	100.0	55.14	193.7
Science & Technology	13.50	100.0	51.65	382.6
Miscellaneous	23.80	100.0	41.35	173.7
U.S. Documents	17.51	100.0	14.93	85.3
Soviet translations	43.38	100.0	87.66	202.1
"Wilson Index"	106.75	100.0	188.20	176.3
Total	$ 39.80	100.0	$ 66.98	168.3

The combined index for the several categories of serial services advanced during this decade from 100 to 168.3. By far the largest jump--almost quadrupling--was for science and technology. Included in the above tabulation are the H. W. Wilson Indexes, a "must" in virtually all libraries. The average price for the Wilson Indexes from 1957-59 was $106.75; in 1967 it was $188.20, a jump in the index figure from 100 to 176.3, or an annual average of 7.63 percent.

It appears to be a fair conclusion that unless a library's book budget is increasing 10 percent per year the library will suffer a substantial decline in the extent and depth of coverage of the current publishing output, because of price rises.

Another aspect of the situation vitally affects libraries and further increases costs. This is the steadily growing volume of publication of books and periodicals, both in the United States and abroad. One statistical measure is the number of titles published each year. The most authoritative figures for the United States are those issued annually by the Publishers' Weekly. In 1958, there were 13,462 new books or new editions of books published in the United States. In 1967, nine years later, the total had risen to 28,762--more than doubling. The annual increase in new American books has been averaging 1,700 titles. According to UNESCO statistics issued annually, world production over the past decade is following a similar trend, and of course any large university library carries on an extensive procurement program abroad.

Combining these two factors--rising prices and increased rate of publication--it is conservative to conclude that an increase of 15 to 20 percent annually in book funds is necessary to enable a university library to maintain a given level of acquisitions from the current volume of publishing.

Book Funds

Keeping in mind the foregoing consideration concerning the current state of the book market, a review of the BYU expenditures for books and other library materials is in order. Following is a summary of expenditures for the past five years:

1963-64	$379,295
1964-65	365,711
1965-66	544,158
1966-67	711,836
1967-68	719,120

Thus the increase for the five year period amounts to nearly 90 percent or 18 percent annually, on an average--a highly commendable rate of growth in the University's support for its library program.

Again using as a control group for comparative purposes the 11 western university group, book expenditures in 1967-68 were:

Brigham Young	$ 719, 120
Arizona	552, 960
California (Berkeley)	1, 467, 899
UCLA	1, 515, 002
Colorado	792, 922
Oregon	448, 566
Southern California	510, 163
Stanford	1, 439, 919
Utah	557, 580
Washington (Seattle)	870, 359
Washington State	490, 918

Thus the Brigham Young Library's total expenditures for books, periodicals, and binding for the fiscal year 1967-68 ranked sixth among the 11 university libraries of the western region.

Further analysis of BYU's outlays for materials reveals the following breakdown of expenditures in 1967-68:

Books	$572, 170
Periodicals	111, 250
Binding	35, 700
Audio-visual	3, 426

This appears to be a normal distribution, except for a low percentage for binding, a problem already recognized by the library administration through provision of additional binding funds in the 1968-69 budget.

Friends of the Library

For some years an active organization, "Friends of the Brigham Young University Library," has given financial and other forms of aid to the BYU Library. Regular members pay annual dues from $10 to $100, and life memberships are $1,000. There are about 250 active members at present, and they are kept informed of the Library's progress and needs through an attractive, well-written, printed Newsletter. The funds provided in this way are a valuable supplement to the Library's regular budget.

A similar activity is the "Library Memorial Program," whereby donors may finance the purchase of a book in memory of a deceased person, to be placed in the BYU Library. About $4,000 was given in 1967-68 for this purpose.

It would be highly desirable for the Library to be named as one of the beneficiaries in the campaign of annual giving, known as the University Development Program.

The Library's only large endowment is the Jackling Fund (about $1,800,000) for books in religion and philosophy.

Federal Funds

Under the Higher Education Act of 1965, the Federal Government, through the U.S. Office of Education, has distributed millions of dollars to college and university libraries of the country for the purchase of books and other library materials. The grants have gone to both private and public institutions. The official policy of the BYU administration, it is reported, is to apply for and to accept governmental funds only in return for specific services rendered. Therefore, the Library has received no federal funds thus far.

Without violating the University administration's strong convictions about the conditions under which public funds will be accepted, it appears that governmental support for Library book funds would be legitimate from several points of view. In the first instance, the Library is contributing directly to the success of governmental and industrial research contracts and, second, even more fundamentally, to the education of youth who will later serve the government and in fact society in general. If the present policy must be adhered to, because of the principle involved, it would be logical for an equivalent amount to be appropriated for the BYU Library book funds from some other source.

Summary

In terms of BYU's total educational and general expenditures, the Library's percentage of support over the past five years somewhat exceeds the generally recommended figure of five percent. It should be recognized, however, that the BYU Library began from a low point and has had serious deficiencies to correct, especially in collection development. The ratio of salary to book expenditures in the BYU Library appears disproportionate, indicating, according to usual standards, that too little is being spent for salaries. The BYU Library's expenditures per student is next to the lowest among 11 leading western universities. Annual provision should be made in the BYU Library book budget for two factors: (1) inflation in the cost of books and periodicals and (2) the growing volume of publishing; according to current trends, 15 to 20 percent annually is needed to maintain an even balance. Finally, ways and means should be found to reconcile BYU's institutional policies in order to apply for federal government grants, or equivalent funds should be obtained for the Library from other sources.

4. LIBRARY'S PHYSICAL FACILITIES

An essential of a strong university library program is proper space and equipment. A poorly-planned, crowded, badly heated and ventilated library building is a severe handicap to everyone who attempts to use it, to readers and librarians alike. That was the situation at Brigham Young University until 1961. Previously, more than one-third of the total collection had been housed in seven storage areas, where access was inconvenient and difficult, seating space was available for only a small fraction of the student enrollment, and there was a corresponding shortage in other types of space.

A dramatic change occurred with the opening of the J. Reuben Clark, Jr. Library at the beginning of the 1961 academic year, one of the handsomest and most modern university library buildings in the nation, every detail of which had received meticulous study. A foremost expert, Keyes D. Metcalf, served as planning consultant. A total of 205,000 square feet of space is provided on five floors, three above ground level and two below. The capacity is estimated at one million volumes and 2,500 readers. All materials are on open shelves, except for the University Archives and Special Collections. Heating, air-conditioning, humidity control, and lighting conform to the best current standards. The Library occupies a central location on the campus.

When the Clark Library was opened, the BYU future student enrollment was estimated not to exceed 12,000, which meant that the building could seat approximately 25 percent of the student body. The enrollment for the 1968 fall semester, however, is 21,232 undergraduates and 1,529 graduate students (FTE). Furthermore, there has been some encroachment on seating space by the book collection and library services. Consequently, seating is down to about 10 percent of current enrollment. Evidence of the seriousness of the situation is shown by the excessive crowding characteristic of the reading rooms, day and night. Similar conditions are developing in space for books and staff.

It may be desirable at this point to review standards for library space. Such space can be classified under three headings: accommodations for readers, book storage, and work rooms and offices for library staff. There are widely-accepted criteria for measuring adequacy in this area of library administration: seating should be provided for not less than 25 percent of the current student enrollment (some library building consultants recommend as high as 40 percent); 25-30 square feet should be allowed per undergraduate reader, 35 square feet per graduate student, and 75 square feet per faculty reader; there should be stack or other shelving room equivalent to one square foot per 10 volumes (allowing room for expansion to 15 volumes per square foot); and for staff there should be 100 square feet per staff member in general office accommodation, 125 square feet per staff member in processing departments, and 150 square feet per senior staff member in a private office. The major requirements, of course, are for readers and books.

If the bare minimum of seating for 25 percent of student enrollment, with 25 square feet of space per reader is accepted, the BYU Library should have 142,250 square feet of space for an enrollment of 22,761, contrasted to the present actual square footage of 68,424, assuming no further increase in enrollment--an unlikely assumption in the light of recent history.

For the second major category, shelf space for books, at the present rate of growth, the BYU Library will hold 1,000,000 volumes by 1971. On an optimum basis (10 volumes per square foot), provision of 100,000 square feet of book space is indicated; or a maximum of 15 volumes per square foot would require 66,666 square feet of shelf room. The total presently available is 57,176 square feet.

Library staff work space, amounting to 20,560 square feet, is more adequate on an overall basis, though there are increasing evidences of crowding in the technical departments--acquisitions, cataloging, binding, exchanges, shipping and receiving, etc.

The foregoing facts unquestionably point toward an urgent need for major expansion of the BYU Library's physical plant. Even without any further increase in student enrollment and with only moderate provision for growth of the collections, an approximate doubling of the Library's existing space is clearly needed. It would be underplanning to provide for less than 2,000,000 volumes (adequate until 1980). Also desirable, as the Library administration has pointed out, is a "significant increase" in study carrels and individual study tables and faculty studies; a doubling of space for technical services; and facilities for the Library Information Science Services.

Fortunately, space for expansion of the present library building, equivalent to the existing area, has been reserved at the northeast corner. Highly recommended is immediate planning for a building addition to meet the space needs outlined above, with construction to begin at the earliest feasible date.

Two alternatives, discussed below, should probably be considered in planning a new building program--alternatives, that is, to providing more space of the same kind as in the present Clark Library building.

Undergraduate Library

One possibility for BYU is the separation of library facilities for undergraduate and graduate students. University library administrators have come to the conclusion in recent years that a separate facility is the ideal solution to the problem of providing top-notch library service to undergraduates. The experience at Harvard, Cornell, Michigan, Stanford, UCLA, and in a rapidly increasing number of other institutions has demonstrated that a library building designed with undergraduate library needs specifically in mind greatly increases student reading and relieves the main library of the many problems associated with trying to serve a mixed clientele.

Typically, an undergraduate library consists of about 100,000 volumes, carefully selected to meet student requirements at this level; all books are on open shelves; individual seating predominates; the library is open long hours; the staff of reference and circulation librarians is qualified to instruct students in the most effective use of the library; and the plan of organization is simpler and less confusing to students than is a large, complex general university library. The separate facility does not, of course, prevent students from utilizing the resources of the main library when needed.

If it should not be practicable for financial or other reasons for BYU to erect a separate library building for undergraduates, the next most satisfactory arrangement is a combination building, but with the undergraduate area clearly set apart--a library within a library. Such a combination is reported to have been successfully achieved at, for example, the University of Washington in Seattle.

Science Library

The matter of centralization as opposed to decentralization of library resources and services was considered under Administrative Organization. When or if the time comes that it may no longer be expedient or feasible to add to the BYU central library building, a separate science library offers a possible alternative. An integrated library serving the biological and physical sciences, agriculture, and other pure and applied sciences, centrally located from the point of view of the science departments, could relieve the general library substantially and develop further the present outstanding services to science students and faculty members.

Summary

Overcrowded library space is having a detrimental effect on the BYU Library's operations and services. The two principal categories of space--accommodations for readers and book storage--are short, seating most acutely so, with available "reader stations" meeting only about 40 percent of the minimum standard of 25 percent of student enrollment. Room for library technical operations is also crowded.

Since normally two years to plan and another two years to build are required for a building of the necessary dimensions, it is recommended that preliminary arrangements should get under way without delay.

Planners for the library addition should program for a minimum increase in space of 200,000 square feet, a total (including the present library) of 6,000 seats for readers, book space for 2,000,000 volumes, and doubling of space for the technical service departments.

It is recommended further that consideration be given to a separation of library service to undergraduates from that for graduate students and faculty members. All or a portion of the new building could be designed as an undergraduate library. Another possibility is to convert the existing library building into an undergraduate library and to plan the new building primarily for a graduate-faculty facility.

Not recommended at present, but for possible consideration at a later date, is a coordinated sciences library building, serving all the pure and applied sciences, leaving the central library to concentrate on the humanities and social sciences.

5. TECHNICAL SERVICES

One of the chief essentials of effective library service is sound technical operations, the chief ingredients of which are good book selection procedures, prompt receipt of materials ordered, and efficient organization of materials for use immediately after their acquisition. The present chapter is concerned, therefore, with the machinery whereby books, periodicals, and other materials are selected, acquired, cataloged, bound, classified, and prepared for use. Photographic services, which have come into greatly increased use in late years, are also included in this area of librarianship.

Book Selection

The building of an outstanding research library involves two key groups: the faculty and the library staff. While much of the work of book selection in a university library is carried on by faculty members knowledgeable in specialized fields, librarians should also participate actively in the expansion of resources. On the librarians falls, for example, chief responsibility for choosing materials of broad scope, such as general reference works, comprehensive bibliographies, general periodicals, and similar titles. Librarians of subject divisions often become expert in the literature of their special areas, as those in the Brigham Young University Library have done.

In the future, the likelihood is that librarians will be able to rely less than in the past on faculty members for aid in book selection, because academic careers are being built increasingly upon research and publication and governmental assignments, with little time left over for the ordering of books. As acquisition programs become larger, librarians may have to take over primary responsibility for selection. For this reason, the trend is for university libraries to appoint expert bibliographers and subject specialists to their staffs.

The BYU Library is most fortunate to have wide faculty interest and participation in the selection practice. It is standard practice for every teaching department to appoint a library representative, through whom is transmitted to the Library faculty recommendations for the acquisition of books, periodicals, and other materials. This is a custom which benefits the entire institution and deserves to be encouraged by deans and department heads, even to the extent of a lighter teaching load for faculty members who devote much time and effort to library development.

Obviously, no university can be, or should attempt to become strong in all areas. Collections ought to be built primarily around the needs of the faculty and students for study, teaching, and research. For the guidance of everyone concerned with book selection, it is desirable to develop a comprehensive acquisition policy statement. Such a statement cannot, of course, be definitive for all time, but must be updated often to reflect changing interests and needs. An "Acquisition Policy Statement," revised to October 9, 1968, has been prepared by the BYU Library, based in part on a similar document in use for some years in the University of Illinois Library. The statement recognizes that the Library has five types of obligations or goals:

1. To acquire library materials needed for the institutional program of the University.

2. To satisfy the information demands relating to student and faculty research.
3. To provide general coverage of areas of knowledge not included in the formal instructional and research programs of the University.
4. To preserve a unique and comprehensive record of the Latter-day Saint faith, history, and culture.
5. To preserve all materials related to and produced by the University, its staff and student body.

An acquisition policy statement should indicate the depth or extent of coverage in all specific subject areas with which the University may be concerned. The BYU Library statement recognizes four distinctive levels:

1. A selective general collection serving to introduce and define the subject and to indicate the varieties of information available elsewhere; it may include textbooks, dictionaries, encyclopedias, selected editions of major authors, historical surveys, biographies, and several periodicals for keeping in touch with current scholarship in the field.
2. A good working collection designed to meet all instructional needs, including a wide range of basic works, complete collections of the works of more important figures, both authors and critics, selections from the works of secondary writers, yearbooks, handbooks, a wide range of representative journals, and the fundamental bibliographical apparatus pertaining to the subject.

3. A comprehensive research collection adequate for the independent research of both graduate students and faculty, including all current publications of research value and such retrospective publications as are desirable and procurable. Included are all the important or useful works, original editions of the classics in the field, if such editions serve a useful purpose, an extensive assemblage of critical and biographical works, contemporary pamphlets, published documents, and the fullest possible list of journal sets and bibliographical tools.
4. An exhaustive research collection including as far as possible all publications of research value, including marginal materials such as manuscripts, archives, and ephemera. Such collecting will be undertaken only in restricted areas, such as materials by and about a single literary or historical personage.

Acquisition Procedures

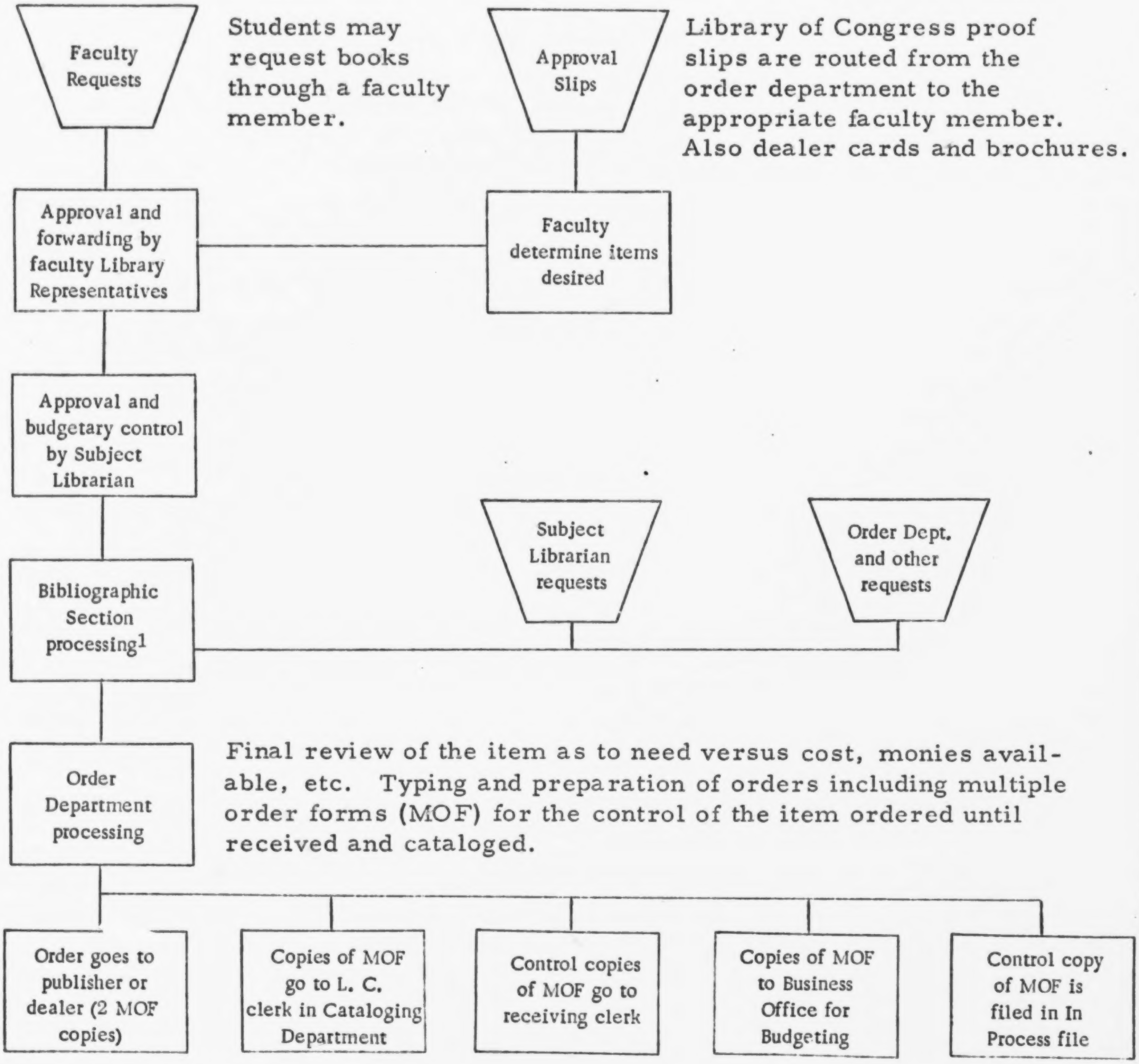
Carefully-developed procedures for bibliographic control and ordering processes have been adopted by the BYU Library. Work-flow charts are included here to demonstrate these processes. The procedures are well designed from the points of view of selection of material, budgetary control, avoidance of duplication, and prompt placement of orders.

Standing Orders

A practice coming into increasing favor in university libraries is the placing of standing or blanket orders. The plan has a number of advantages, if

THE ORDER PROCESS

Individually Ordered Items


Faculty Requests
Approval Slips
Approval and forwarding by faculty Library Representatives
Faculty determine items desired
Approval and budgetary control by Subject Librarian
Subject Librarian requests
Order Dept. and other requests
Bibliographic Section processing[1]
Order Department processing
Order goes to publisher or dealer (2 MOF copies)
Copies of MOF go to L. C. clerk in Cataloging Department
Control copies of MOF go to receiving clerk
Copies of MOF to Business Office for Budgeting
Control copy of MOF is filed in In Process file

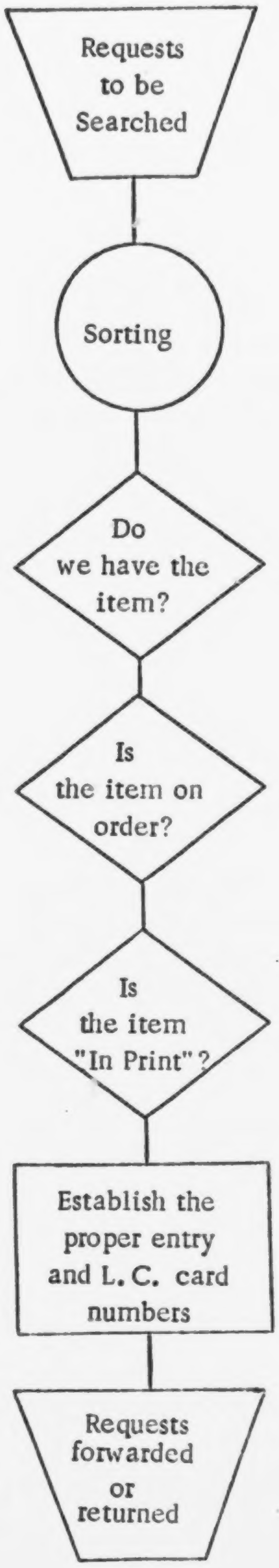
Students may request books through a faculty member.

Library of Congress proof slips are routed from the order department to the appropriate faculty member. Also dealer cards and brochures.

Final review of the item as to need versus cost, monies available, etc. Typing and preparation of orders including multiple order forms (MOF) for the control of the item ordered until received and cataloged.

[1] Bibliographic Section processing will be shown on another chart.

THE BIBLIOGRAPHIC SEARCH PROCESS

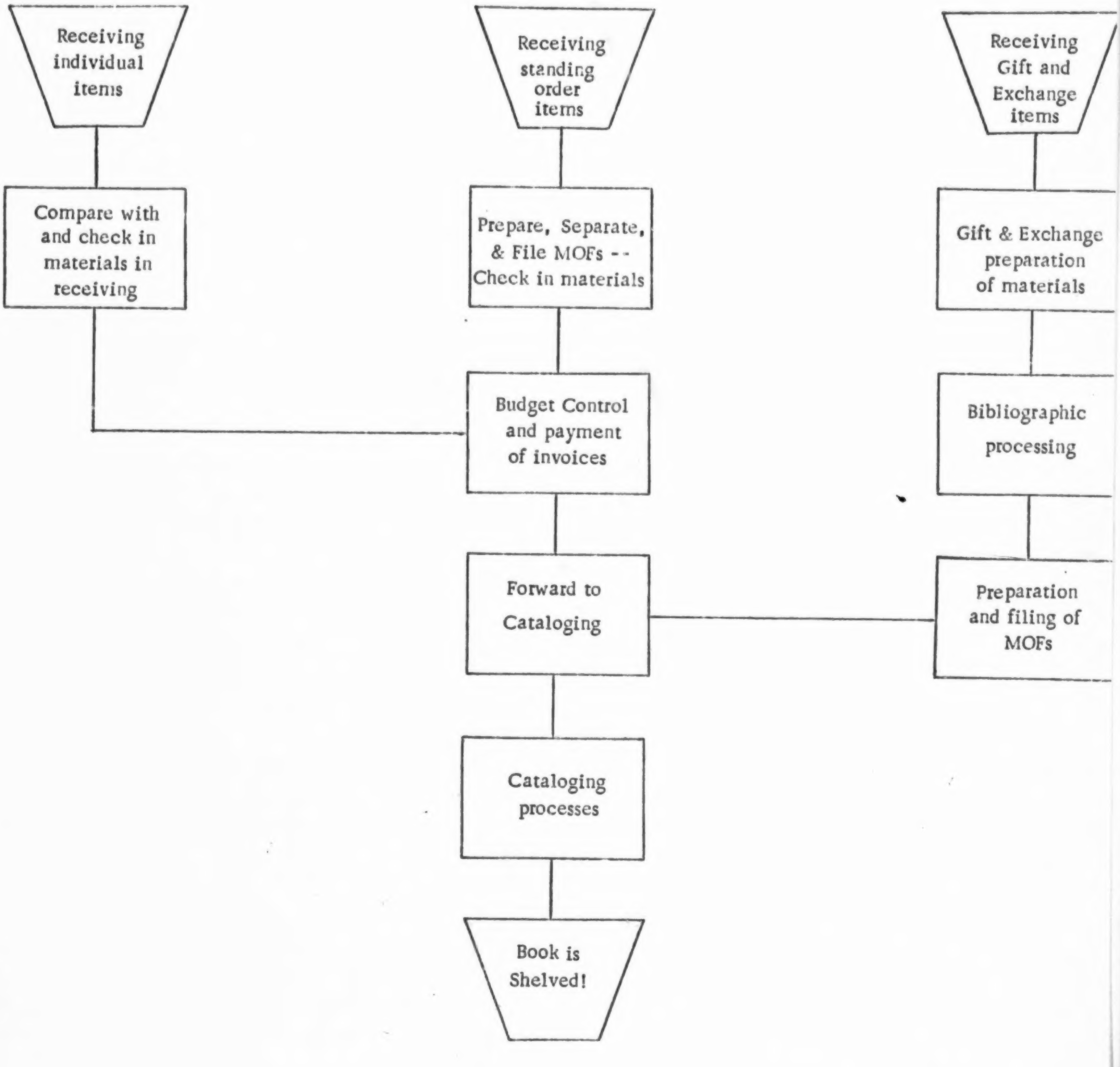

Requests to be Searched
Sorting
Do we have the item?
Is the item on order?
Is the item "In Print"?
Establish the proper entry and L. C. card numbers
Requests forwarded or returned

Requests from the various sources listed on the "Individually Ordered Items" chart are received in the Bibliographic Section.

Procedures:

1. Requests are arranged by budget designation, period of time, etc. and requests which duplicate blanket and standing order systems used by the library are eliminated.
2. Searches are made in the Card Catalog and the Shelf List to determine if we already possess the item requested or some slightly different but acceptable substitute.
3. Searches are conducted in the In Process File--a copy of the MOF for items ordered is filed there--to determine if the same or a similar and acceptable item has been ordered, is on active want list, or is a part of a collection not yet processed and cataloged.
4. A check is made of the appropriate in print catalogs to determine the availability of the requested item and whether it may be procured through the publisher or dealer.
5. As a standard is needed to avoid duplications of orders, items cataloged, etc. the proper L. C. entry is established. Sources used are *L. C.*, *B. M. C.*, *C. B. I.*, *B. P. R.*, and other appropriate bibliographies. Procedures 2 and 3 may be reconducted it an entry change is required.
6. Requests for items to be ordered are forwarded to the Order Department. Requests for items already in the collection or previously ordered are returned to the appropriate subject librarian.

RECEIVING CONTROL


Receiving individual items
Compare with and check in materials in receiving
Receiving standing order items
Prepare, Separate, & File MOFs -- Check in materials
Budget Control and payment of invoices
Forward to Cataloging
Cataloging processes
Book is Shelved!
Receiving Gift and Exchange items
Gift & Exchange preparation of materials
Bibliographic processing
Preparation and filing of MOFs

dealers, publishers, and categories of material are chosen with care. The expensive processes of selection and the placement of orders for individual titles are eliminated, the books are received promptly after publication, and discount rates are favorable. The most popular group of publishers to be covered by standing orders is university presses. If a broader range of publishers is covered, areas of interest must be carefully defined and all books should be considered as sent on approval, subject to return. Such dealers as Abel, Blackwell, and Nijhoff have established reputations for satisfactory service in the handling of standing orders.

Also bearing on the matter of standard orders, it should be noted that the larger a university library becomes, the less selection is involved in its development. Not all fields are covered comprehensively, of course, but in areas of primary concern to a given institution, the library is likely to find itself engaged in collecting far more than selecting. Completeness becomes the goal.

The BYU Library has been steadily expanding the number and scope of its standing orders during the past three years. Virtually all American, English, and Canadian university press publications are included, mainly through Abel, and other orders, chiefly publications issued by associations and societies, are placed direct with the publishers. A list of standing orders and a summary of expenditures by fields for 1967-68 are appended to the present chapter. There appears to be general satisfaction with the workings of the program.

As the acquisition interests of the BYU Library continue to grow and additional book funds are made available, consideration should be given to participation in several cooperative international programs, set up on the principle of standing orders. The following two, in particular, could be of considerable value to the Library:

1. Farmington Plan. This is a cooperative program, started in 1948 under the sponsorship of the Association of Research Libraries, for the acquisition by libraries in the United States of all books of research value published abroad. Each participating library accepts responsibility for one or more subject fields or geographic areas. Selected dealers abroad collect, classify, and ship materials direct to the cooperating institutions. The BYU Library could arrange to receive copies of all books being sent to Farmington Plan Libraries for any subject or area of the world it may choose.
2. Latin American Cooperative Acquisition Program. The purpose of "LACAP" is to supply all current publications of research value from Latin American countries. Commercial agents are employed by some 40 cooperating libraries to collect and ship publications of all types wanted in the United States. The members also conduct an annual seminar, meeting on various university campuses, to deal with the special problems associated with Latin American acquisitions. This is reported to be an area of increasing interest.

to the BYU Library.

Standard Lists

To insure the well-rounded growth of a library and to avoid serious gaps, standard lists are valuable. Lists of books, periodicals, etc., selected and recommended by experts and specialists complement and supplement selections made by an institution's own faculty and librarians. Many standard lists were prepared with college rather than university library needs in mind, but the titles generally constitute basic collections for the university and research library as well.

The BYU Library has utilized standard lists extensively in testing the strength of its holdings in various fields. The results of the checking process are described in the chapter on Resources for Study and Research. Obviously, the amount of staff time required for the checking of lists can be fully justified only if sufficient funds can be appropriated to fill the lacunae revealed by the searches.

Catalog Department

After books and other materials are received in the library, whatever acquisition procedures are employed, they cannot be useful to readers until classified and cataloged. The BYU Library maintains a complete and accurate dictionary card catalog on the third floor and a divisional card catalog for the Science-Technology collection on the second floor. For economy reasons no divisional catalogs are provided on the remaining three floors. Thus, all users seeking to locate specific items must begin with the second or third-floor catalogs.

From the point of view of reader and staff convenience, other divisional catalogs would be desirable, listing the materials available on each floor, but such catalogs would add substantially to the cost of the Library's technical services. Furthermore, there is much to be said for maintaining a single complete catalog of high quality rather than a number of partial catalogs, often of dubious quality. The reader often finds it necessary to consult the general catalog in any case; under the divisional system a given title may be found in any one of several locations.

Classification

Something resembling an epidemic of changes in classification systems has been taking place in the United States and Canada during the past several years. The movement is generally from the Dewey Decimal to the Library of Congress system. It is obvious that a great number of libraries have converted from DC to LC without full understanding of their relative characteristics.

One of the objections to DC has been that it changes from one edition to another, and that a library cannot, therefore, accept DC numbers from printed Library of Congress catalog cards without evaluation as to whether the number is sanctioned by the edition of Dewey used by the library. This is true, but the complementary assumption that LC does not change and can be accepted from cards without evaluation is untrue. The LC classification is constantly revised and current titles in subject fields in which there has been a rapid growth of knowledge in recent years may be classed in numbers different from those used for earlier titles or the same topics.

Another objection to DC has been that it does not appear on all printed catalog cards, which is true, whereas LC appears on all cards, which is not true. However, DC numbers are now printed for current titles of all works in English, French, German, Spanish, and Portuguese, and it is anticipated that the coverage will increase shortly to be complete for all European languages. A library whose acquisitions are mainly in English will find DC numbers on all LC catalog cards printed in future.

The pros and cons of this matter were analyzed in some detail in a preliminary report prepared by a BYU Library Committee to Study the Advisability of Changing to LC Classification. No definite conclusions or recommendations were reached.

At a minimum of $1.50 per volume, the cost of reclassification for the BYU Library's entire collection would be not less than $1,200,000. As much as a generation would probably be required for a complete changeover, unless a large special staff were employed, and throughout the transition period the Library's collections would be in a state of upheaval and services disorganized. It should be pointed out that the use of LC cataloging is not dependent upon adopting the LC classification. Furthermore, the importance of classification may be considerably overrated, and its value will diminish as machine-readable catalog entries are perfected, book catalogs are produced, and the age of automation moves closer.

For these reasons it is recommended that the BYU Library continue its use of the Dewey classification. This does not mean, however, that no modifications should be made in the applications of the DC system. For example, in the case of literary figures, all materials directly related to an individual author--his own writings, translations, criticism, and biographical studies--should be classified together, and not scattered in several locations as would occur if Dewey were followed slavishly.

Binding

Two commercial binderies in Salt Lake City are currently being used by the BYU Library on annual contracts. Both are reported to be reasonably satisfactory from the point of view of prices and promptness of service. A 30-day return clause is contained in the contracts, though occasional breakdowns may prevent strict adherence to the schedule.

One criticism was voiced by several faculty members: sending journals to be bound when they are in greatest demand and thereby unavailable for substantial periods. There are, of course, two sides to this question. It is good library practice to send a journal to the bindery as soon as the last number in a volume is received; otherwise, some issues may be lost. Also, the binding of a particular volume may be delayed by missing numbers, missing pages, or lack of a title page and index. To meet faculty and student needs, however, several measures are possible, e.g., subscribe to duplicate copies of most-used periodicals (second and third sets may be desirable in any case) and send only one copy at a time for binding (titles indexed in Readers' Guide are already duplicated); order rush service from the bindery for titles known to be in heavy demand; stagger bindery shipments as much as practicable to spread the work more evenly and to avoid pile-ups; and hold volumes on campus until complete and ready for binding, to avoid delays at the bindery.

Automation

Considerable impatience has been expressed by scholars and scientists about the seeming reluctance of professional librarians to accept computer centered literature searching systems as the solution to bringing the "information explosion" under control. The traditional library system, viewed by one unfamiliar with the complexities of the problem, is antiquated and cumbersome. The rapid advance of computer technology and its possible application to libraries has caught the public fancy. The potential uses of the computer not only for the manipulation of data but for the storage and retrieval of information have led many to believe that such equipment is already operational rather than merely offering future possibilities.

A more realistic appraisal comes from the Educational Facilities Laboratories, established by the Ford Foundation, which has concluded that "for the next 20 years or more, the great bulk of publication will be in conventional print form, with a gradual increase in the production of microform texts. Retrospective conversion of texts to machine readable form is not expected to any great degree for a very long time in the future. Therefore, the bulk of a scholar's negotiations in a library will be with books even 30 years from now."

Immediately feasible, however, are the application of certain types of automation and mechanization to library technical procedures, such as acquisition and bookkeeping operations, serial records, and circulation routines.

Present and future activities relating to library automation in the BYU Library are listed as follows:

Index to LDS Church Periodicals--operative

Book catalog and index to recordings--operative in three to six months

Serials listings, alphabetical and classified--in operation

Serials check-in, accounting, and binding record in development stage--operational late in 1970

Acquisitions, plus integrated library system--begin development January 1969, operational by August 1971

There is interest also in the application of automation to circulation procedures. One of the problems not yet resolved is the lack of a book card, on which all existing schemes appear to rely. Until a more efficient plan can be adopted, Circulation is using the McBee Keysort System.

An important and exciting new development in the BYU Library, in process of installation, is a dial access system. There are to be 150 stations in the Library and 50 stations outside, including two classrooms. The Library's collection of recordings, numbering 7,000, is taped before playing, to preserve the records. Through the dial access stations, students and others can hear a great variety of concerts, lectures, drama readings, speeches, foreign language recordings, and other types of sound recordings by dialing the selection wanted, either by coming direct to the Library or listening elsewhere on the campus.

The progress demonstrated by the above technological developments is a tribute to an able staff and to sound planning. The BYU Library is further ahead in its application of automation to library operations than are a number of institutions whose activities have been more widely publicized. Because of the great expense involved in experimentation in this area, a conservative approach is recommended. In short, be not the first or the last to adopt new methods. Wait until larger, wealthier libraries, e.g., the Library of Congress, have effectively shown the feasibility and desirability of changes before moving, and even then be guided first of all by practical needs.

Summary

The BYU Library has developed excellent methods of book selection, including full participation by the faculty and library staff, a comprehensive acquisition policy statement, standing orders carefully defined as to subject coverage and publishers, and the use of standard lists. Acquisition procedures are efficient and business-like. Participation of the Library in such international cooperative procurement programs as the Farmington Plan and the Latin American Cooperative Acquisition Program may be advantageous.

Continued use of the Dewey Decimal Classification, with certain modifications, is recommended.

The Library's binderies are providing satisfactory service for the most part, but the convenience of faculty members and students would be served by staggered schedules of binding journals and more duplicate copies of periodicals in extensive demand.

The Library is proceeding with reasonable speed in applications of automation to library operations, and should continue to take advantage of progress in the field without becoming too experimental or overextended.

STANDING ORDER PUBLISHERS

These standing orders exclude books on dentistry, juvenile literature, law, medicine, and veterinary medicine. (Please note nursing and general biology are included.) Also excluded are periodicals, reprints and textbooks. (Source of standing order and date of effectiveness - *Abel, 1966; **Abel, Fall 1967; ***Abel, 1968; ****Abel, 1969; xpublisher.)

*Academic

**Alabama Univ. Press

*Aldine

*Amer. Acad. of Child Psychiatry

**Amer. Acad. of Political and Social Sciences

*Amer. Assoc. for Adv. Sci.

**Amer. Assoc. for Health, P. E., and Recreation

*Amer. Council on Educ.

xAmer. Council of Learned Soc.

*Amer. Elsevier

*Amer. Inst. of Biol. Sci.

xAmer. Inst. of Certified Public Accountants

xAmer. Inst. of Chemical Eng.

xAmer. Library Assoc.

xAmer. Mgmt. Assoc

xAmer. Marketing Assoc. ('69)

**Amer. Ornithologists Union

Amer. Philological Assoc. (See Case Western Reserve Univ. Press)

*Amer. Soc. for Metals

**Arizona Silhouettes

**Arizona Historical Foundation

*Arizona Univ. Press

xAtlantic Trade Study

**Aztec Press

*Basic

**Beacon Press

*Benjamin

**Bibliographic Society of Canada

xBook Club of California

*R. R. Bowker

xBoy Scouts of America

xE. J. Brill

xBritish Museum (Blackwells)

*Brookings

*Brown Univ. Press

**Calif. Botanical Society

**Calif. Historical Soc.

xCalif. Univ. Inst. of Governmental Studies

**Calif. Univ. Press

*Cambridge Univ. Press

**Campus Publishers

xCarnegie Institution

***Case Western Reserve Univ. Press (Incl. Publications of the American Philological Assoc., Cleveland Museum of Art, Western Reserve Historical Society)

***Catholic Univ. of Amer. Press

*Chem. Rubber

**Chicago Univ. Press

**Univ. of Chicago Dept. of Geography

**Child Study Assoc. of America

xChina Books and Periodicals

xArthur H. Clark Co.

Cleveland Museum of Art (See Case Western Reserve Univ. Press)

**College & Univ. Personnel Assoc.

xCollier - MacMillan

*Columbia Teachers Coll.

*Columbia Univ. Press

**Columbia Univ. Hispanic Inst.

xCommittee for Economic Development

*Cornell Univ. Press

**Council of State Governments

xDawson's Book Shop

**Univ. of Denver Grad. School of Int'l Studies

*Duke Univ. Press

*Duquesne

*East West Center

*Edinburgh Univ. Press

*Educ. Meth.

**Exposition Press

**Family Service Assoc. of America

**Florida Univ. Press

*Folklore Assoc.

xFood and Agriculture Org. (FAO-UN)

**Fordham Univ. Press

xFree Press (Included in Collier MacMillan)

xFriends of the Bancroft Library

*Gale

**Georgia Univ. Press

xGirl Scouts

xGlencoe Press (Included in Collier-MacMillan)

*Gordon & Breach

*Harvard Bus. School

*Harvard Univ. Press

***Hawaii Univ. Press

**History of Science Society

**Horn and Wallace Pub.

Hoover Institute (See Stanford Univ. Press)

*Human Rel. Area Files

*Huntington Lib.

*Illinois Univ. Press

*Indiana Univ. Press

**Inst. for Comparative Study of Political Systems

Inst. of Early Amer. History & Culture (See North Carolina Univ. Press)

**Inst. of Pacific Relations, Univ. of British Columbia

Int'l Bureau of Education (See UNESCO)

*Int'l City Managers Assoc.

Interscience (See Wiley)

**Iowa State Univ. Press

xItalian Touring Club

Jenkins Garrett Foundation (See Pemberton Press)

*Johns Hopkins

**Kansas Univ. Press

**Kentucky Univ. Press

**Labor Policy Assoc.

***Laval Univ. Press

*Louisiana St. Univ. Press

xLouisville Philharmonic Soc.

**Loyola Univ. Press (Chicago)

***McGill Univ. Press (Montreal)

xMacMillan (See Collier-MacMillan)

*Marquette Univ. Press

*M. I. T. Press

***Massachusetts Univ. Press

*Metropolitan Mus. of Art

***Massachusetts Univ. Press

*Metropolitan Mus. of Art

***Miami Univ. Press

**Michigan St. Univ. Press

*Michigan Univ. Press

**Minnesota Univ. Press

**Missouri Univ. Press

**Modern Language Assoc.

*Monthly Review

xNat'l Academy of Sciences, Nat'l Research Council

**Nat'l Assoc. for Retarded Children

**Nat'l Assoc. of Biology Teachers

**Nat'l Assoc. of Mental Health

**Nat'l Assoc. of Social Workers

xNat'l Bureau of Economic Research

**Nat'l Conference on Social Welfare

xNat'l Education Assoc.

**Nat'l Health Council

xNat'l Industrial Conf. Board

xNat'l League for Nursing

**Nat'l Soc. for Crippled Children & Adults

xNat'l Social Welfare Assembly

***Nat'l Univ. of Mexico Press (Mexico City)

**Naylor Co.

**Nebraska Univ. Press

*New Mexico Univ. Press

**New York Academy of Science

**New York Botanical Gardens

*New York Graphic

*New York Public Library

**New York Univ. Press

**North Carolina Univ. Press (Incl. publications of the Inst. of Early Amer. History & Culture).

****Northern Illinois Univ.

**Northland Press

**Northwestern Univ. Press

**Notre Dame Univ. Press

**Ohio State Univ. Press

***Ohio Univ. Press

***Oklahoma Univ. Press

*Oregon St. Univ. Press

**Organization for Economic Cooperation & Development (O. E. C. D.)

xOrganization of American States

**Oxford Univ. Press

**Pemberton Press (Incl. Jenkins Garrett Foundation series)

***Pennsylvania St. Univ. Press

*Pennsylvania Univ. Press

*Pergamon

*Phaidon

**Pittsburgh Univ. Press

*Praeger

****Prescott College (Ariz.)

*Princeton Univ. Press

**Rio Grande Press

*Russell Sage Foundation

*Rutgers Univ. Press

***Sacramento Book Collectors Club

*Sage

*Scarecrow

*Shoe String Press

*Sierra Club

*Skira

**Smothsonian Inst.

xSociety for the Preservation of Amer. Musical Heritage

xSociety of General Physiologists

**Society of Systematic Zoology

***South Carolina Univ. Press

*Southern Ill. Univ. Press

*Southern Methodist Univ. Press

**Stagecoach Press

*Stanford Univ. Press (Incl. the publications of the Hoover Institute)

*Swallow, Alan

**Syracuse Univ. Press

*Talisman

Teachers' College Press (See Columbia Teachers' College Press)

**Tennessee Univ. Press

**Territorial Press

*Texas Univ. Press

**Texas Western

**Toronto Univ. Press

xTwentieth Century Fund

xUNESCO (Incl. the publications of the Int'l Bureau of Education & UNESCO Inst. for Education)

*U. S. Naval Inst.

*Utah Univ. Press

**Vanderbilt Univ. Press

xVirginia Univ. Bibliographical Society

**Virginia Univ. Press

*Washington Univ. Press

*Wayne State

**Wesleyan Univ. Press

Western Reserve Historical Society (See Case Western Reserve Univ. Press)

*Westernlore Press

**Wildlife Disease Assoc.

**Wildlife Management Inst.

**Wildlife Society

xWiley (Incl. Interscience) '69

**Wisconsin Academy of Sciences, Arts, and Letters

*Wisconsin Univ. Press

xWorld Council of Churches

xWorld Health Organ.

*Yale Univ. Press

A	$ 79.15	General Works - Polygraphy
B	1,069.65	Philosophy - Religion
BC	81.95	Logic
BL	1,269.50	Religions. Mythology. Free thought
C	609.20	History - Auxiliary Sciences
D	7,341.70	History and Topography (except America)
EF	3,126.35	America
G	405.60	Geography - Anthropology
GN	235.40	Anthropology. Somatology. Ethnology. Ethnography (Gen.)
GV	293.45	Sports and Amusements. Games
H	81.70	Social Sciences
HA	264.10	Statistics
HB	3,879.60	Economic Theory
HF	2,148.95	Transportation and Communication
HM	1,327.49	Sociology (General and theoretical)
HV	748.55	Social Pathology. Philanthropy. Charities and Corrections
J	2,975.00	Political Science
K	522.00	Law
L	1,564.70	Education
LB	14.55	Theory and practice of education. Teaching
LD	307.85	United States
M	539.55	Music
N	3,533.10	Fine Arts
NK	334.60	Art applied to industry. Decoration and Ornament
P	1,951.95	Language and Literature
PN	6,887.27	Literary History and collections (General)
PZ	484.42	Fiction and Juvenile Literature
Q	6,987.72	Science
QA	2,191.30	Mathematics
QH	4,523.70	Natural History
R	803.60	Medicine
RK	49.70	Dentistry
RS	36.90	Pharmacy and materia medica
RT	163.80	Nursing
S	690.75	Agriculture - Plant and Animal Industry
T	451.60	Technology
TA	1,196.85	Engineering (General Civil Engineering
TJ	701.90	Mechanical Engineering and Machinery
TK	1,578.35	Electrical Engineering and Industries
TX	18.40	Domestic Science
UV	442.55	Military Science and Naval Science
Z	1,751.50	Bibliography and Library Science
TOTAL	$ 63,665.95	

6. PUBLIC SERVICES

Readers' services designed to aid faculty members, students, and others in utilizing library resources are a library's chief reason for being. Library administration, the technical processes, and all the other activities that go on in a library have the consumer, i.e., the reader, in view. Readers' services assume a variety of forms: reference and research assistance, circulation of library materials, photographic services, interlibrary loans, teaching the use of books and libraries, exhibitions, audiovisual services, etc. A library's public relations improve or deteriorate in proportion to the quality of its services to individual students, scholars, scientists, research workers, and general readers.

The BYU Library is exceptionally well organized to serve its public. For example:

1. All resources are concentrated in the central library building, saving the prospective reader time and effort in visiting scattered departmental collections.
2. With the exception of rare books and archives, all materials are on open shelves, directly accessible to users without having to go through intermediaries.
3. The divisional plan of organization brings like materials together, but without too much dispersion, and the divisions are in charge of specialists competent to provide expert reference and research service to students and faculty.

4. A general reference department covers the intersubject area. (During the past year, 20,028 directional and 24,318 general reference questions were answered.)
5. Students receive instruction in the use of books and libraries through a printed guide, tours, bibliographical instruction, etc.
6. Inexpensive and efficient photographic services are provided both by staff technicians and through self-operated equipment.

Circulation

Statistics on the use of libraries are generally suspect, mainly because they indicate a mere fraction of actual library use. Much consultation of open-shelf collections, such as BYU's, is unrecorded. A research study sponsored by the Council on Library Resources estimates that the nonrecorded use of books in libraries may be three to nine times as great as the formal circulation figures, varying according to policies governing stack access and open-shelf collections available to readers. Nevertheless, even though the figures are admittedly incomplete, recorded circulation is sometimes indicative of the extent to which students and faculty are utilizing a library's resources.

According to the standard pattern, there are two types of circulation in university libraries: home use, divided between student and faculty loans, and reserve book circulation, all of which may be for varying periods of time. It may be regarded as a healthy sign if home use exceeds reserve use figures; the fact is generally indicative of more independent study and reading by students outside of rigid class requirements.

The BYU Library's general circulation, i.e., loans for home use, in 1967-68 was 363,217, divided as follows: faculty, 16,960; graduate students, 57,932; and undergraduate students, 288,325. Reserve book circulation totaled 193,889. In addition, 37,180 items were used in special collections, plus 115,984 microforms and sound recordings. Contrasting general and reserve circulation, home use accounted for nearly two-thirds of the total.

On a per capita basis, however, the BYU Library's overall circulation, general and reserve, of 557,106 was low. For the enrollment of 22,761 students the per capita circulation was approximately 24. There are no generally accepted standards or norms for student use, in part because of the variable factors previously mentioned. A minimum per capita use of 50 is considered a reasonable figure. Some college and university libraries where the use of books is encouraged and emphasized average considerably higher.

But one should be cautious in jumping to a conclusion in the BYU case. Even a casual observer can see that the Library is heavily used. The ready accessibility of books on open shelves and the inviting atmosphere in which to work doubtless encourages students to read books in the Library, rather than to withdraw them. There is also to be considered the lack of satisfactory study facilities in dormitories and elsewhere on the campus. Furthermore, the per capita figure rises somewhat if the use of microforms and recordings is added.

Interlibrary loans are a useful index to the strength of a library and also to the extent of faculty and graduate student research. For 1967-68, the BYU Library borrowed 1,551 volumes and loaned 823 items. The Library accordingly borrowed nearly twice as many items as it loaned. A record of items borrowed is often a valuable guide in determining what areas of a library are most in need of strengthening, and an analysis from this point of view of titles requested on interlibrary loan by the BYU Library is advisable--in brief, use the information as a buying guide.

The principal libraries from which the BYU Library borrowed in 1967-68, with the number of items received from each, were:

Library of Congress	169
University of Utah	160
University of Colorado	68
University of Washington	61
University of Texas	59
University of Arizona	56
Harvard University	41
Iowa State University	37
University of Illinois	36
Ohio State University	28

The principal libraries to which loans were made and the number of items loaned to each during the past year were:

University of Utah	122
Nevada State University	52
Utah State University	50
University of Colorado	32
Arizona State University	20
University of Arizona	10

Thus it is apparent loans were limited largely to other institutions in the region, but there was extensive borrowing from libraries outside the Rocky Mountain area. As the BYU Library's collections grow and are fully recorded in the National Union Catalog, that situation will doubtless change.

Hours of Opening

The BYU Library hours during regular sessions are as follows:

Monday-Friday, 6:45 a.m.-10 p.m.
Saturday, 9 a.m.-6 p.m.

The Summer Session is identical, except that the Library opens an hour later each day, Monday-Friday, and closes at 6 p.m. on Friday and 5 p.m. on Saturday. Vacation schedules, as is customary in academic libraries, are reduced: 8 a.m.-5 p.m., Monday-Friday.

The total schedule of 85 hours per week maintained by the Library during regular sessions is somewhat low in comparison with large university libraries elsewhere. The trend around the country is toward midnight closings or later. The average among members of the Association of Research Libraries is above 90 hours.

On December 12, 1968, it was announced that, beginning on January 6, 1969, BYU Library hours would be extended on an experimental basis from 10 p.m. to 11 p.m., Monday through Thursday nights, thus adding four hours per week. If further extensions become feasible later, consideration ought to be given to remaining open until midnight, Monday through Friday, until 10 p.m. on Saturday, and Sunday afternoon and evening (unless, of course, there are religious scruples).

Teaching Library Use

Instruction in the effective use of books and libraries benefits students at all levels. The BYU Library offers a one-hour course in "How to Use the Library" each semester, open both to graduates and undergraduates. About 400 students register for the course every year. Also, the Library conducts a four-hour workshop for instructors in freshman English on teaching the use of the library. The instructors then integrate this material into their regular classroom teaching. History majors are encouraged to take the beginning bibliography and reference courses. Students in upper division courses are frequently brought to the Library for practical instruction in library use.

Building Control

Well-planned university library buildings erected in recent years, such as the BYU Library's, generally provide for a single public exit, equipped with turnstiles, through which everyone clears in leaving the library. This plan gives reasonable assurance that all books or other library materials are properly charged before being removed from the building. At the same time, it eliminates the need for maintaining a full staff throughout the library when few readers are present. Such building can maintain long hours of opening economically.

The BYU Library building conforms exactly to the recommended arrangement. In one respect, however, an improvement is suggested. There is a single turnstile through which everyone passes in leaving the Library and at certain periods, especially as classes are changing, there is a bottleneck at the exit. A second turnstile, manned during rush periods only and locked at other times, would be a considerable convenience for the Library's patrons.

Length of Student and Faculty Loans

By long-established custom, college and university libraries have limited loan periods for books circulated to students. The most common period for general circulation books is two weeks (as it is at BYU), subject to renewal if not wanted by another reader. Experiments have shown that three weeks is close to an ideal period, giving a student enought time for leisurely reading of a book and largely eliminating overdue books. The BYU Library's loan period to graduate students is four weeks.

A thornier problem is time limitations on faculty loans. Tradition is influential here. Faculty members are generally viewed as a privileged class, being granted more or less indefinite loan periods, as they are by the BYU Library, though books may be recalled from the faculty, as well as from students, when needed for reserve and after two weeks when needed by other library users. The indefinite loan rule, nevertheless, has led to abuses in many universities. Faculty members may withdraw library books for years, ignoring the needs of other potential users. The practice is a source of considerable bitterness on the part of students who are thus deprived of access to books they may need in connection with course work. For the sake of faculties as a whole and thousands of students, better regulation of faculty loans is needed. The University of Michigan Library, beginning with the academic year 1966-67, instituted a limitation of two months on loans to faculty members--a term which seems reasonable for all normal purposes.

Delivery Service

The foregoing discussion relates closely to another topic--delivery services. On such a large university campus as Brigham Young's, it is an uneconomic use of a busy faculty member's time to require him always to come to the Library to consult or to borrow the books that he needs. It is proposed, therefore, if the service can be financed, that a twice-daily delivery service be established between the Library and departmental offices, for the delivery and return of library materials. Though expensive, the saving in teaching and research staff time far outweighs the cost. Where tried, the service has been received enthusiastically by the faculty. It also has the effect of making it easier for the faculty to return books promptly.

Acquisition Lists

As a method of informing faculty members and others in the community of newly-received books, a regularly-issued list of new accessions is useful. Such a service was begun by the BYU Library in October 1968, entitled *New Books; a List of Recently Acquired Publications*, to be published semi-monthly. The first issue was 293 pages in length and is comprehensive of all subjects. The arrangement is by the Dewey Classification. The new publication replaces "the subject oriented lists" previously distributed.

Obviously, such extended lists are expensive to produce and can be used with facility only by one familiar with the Dewey Classification. Faculty members, being specialists, would only be concerned with their own subjects. It may be questioned, therefore, whether special subject lists would not be of greater value and less expensive than one list which tries to encompass everything.

Divisional Organization

The divisional scheme of arrangement presently followed in the BYU Library is more suitable, in general, for a small or medium-sized university library than for a large university library. The scheme tends to develop special problems when the book collections reach the size of those in the BYU Library. For example, some divisions grow faster than others, creating problems of overcrowding; little-used and obsolescent materials clutter up the shelves, making it difficult for students and other readers to find the most useful and important books; many books, reference works especially, cut across subject lines and may be used by students and faculty members from every department.

For the foregoing reasons, assuming continuation of the divisional scheme, planning for an addition to the BYU Library building might well include a large general stack area to house collections infrequently in demand, arranged in straight classification order, while the subject division reading areas would consist of live working collections, emphasizing recent publications. An alternative would be a separate storage facility elsewhere on campus, but that arrangement is far less convenient for students, faculty, and staff.

The drawbacks to the divisional scheme may be further reduced by judicious duplication. A book dealing with more than one field and likely to receive considerable use should be duplicated for two or more divisions. In view of the size of the BYU student body and faculty, a single copy often would be inadequate to meet the demand in any case.

Summary

The BYU Library is well organized to provide the most effective and efficient service to its users. Circulation figures on a per capita basis are low, however, in relation to comparable university libraries, a fact which deserves further investigation to determine whether measures to encourage more student reading should be undertaken. Incoming and outgoing interlibrary loans do not bulk large in the Library's operations. Materials borrowed may provide some guidance in collection building. Recent increases in the Library's schedule of hours open are commendable. As funds and staff become available, further extensions for evenings and weekends would be desirable. The convenience of library users would be served by the installation and staffing of a second exit turnstile during rush hours. Loan periods for faculty members should be carefully regula~~r~~ted for the sake of the faculty and student body as a whole. Institution of a delivery service between the Library and departmental offices is recommended, to save faculty and staff time. The disadvantages of the divisional plan of organization for the Library may be corrected later by separate stacks for little-used books, and by selective duplication fo books cutting across subject fields.

7. LIBRARY PERSONNEL

A principal criterion in judging the quality of a library is the nature and status of its staff. Without a competent staff, the library will offer inferior services, falling below its best potentialities. The trend in American universities is to consider as academic the staff members who contribute directly to educational and research activities. Anyone who views the matter objectively must conclude that the participation of librarians in the educational program fully justifies their inclusion in the academic category. Librarians are contributing in fundamental fashion, through developing and making available resources for study and research, to the primary purposes for which universities are founded. The classroom teacher, the research scholar, the librarian, and other members of the academic staff each has a vital part to play in the educational process.

The market for professional librarians is national and even international in scope, and for the past 25 years it has been a seller's market. An acute shortage of librarians is likely to continue into the indefinite future. This situation means that a reasonably competent librarian is offered numerous job opportunities. There is a free flow of librarians across state lines and among types of libraries. The enterprising and ambitious librarian is unlikely to remain where his status is unsatisfactory, salaries mediocre, and other perquisites substandard. Among universities, the libraries that will be most successful in attracting and holding able staff members are those where the librarians are recognized as an integral part of the academic ranks, a vital group in the educational program, with high qualifications for appointment.

and all the rights and privileges of other academic employees.

Aside from the matter of satisfactory status, salaries in the library field have become highly competitive. Under the pressure of shortages of available personnel, expanding development of all major types of libraries, accelerated growth of book collections, and general inflation, beginning salaries for professional librarians have been advancing at the rate of about $300 per year, on the average, and for experienced personnel at an even faster pace.

One of the prime difficulties in obtaining full recognition of librarianship as a professional field has been the failure to differentiate clearly between professional and subprofessional, or clerical, activities of libraries. In perhaps a majority of libraries there are too many routine, clerical tasks being performed by so-called professional librarians, often leaving them little time to assist readers in reference and research, to build up the resources of the library, and to carry on other distinctly professional work.

A reliable yardstick for determining whether an undue proportion of non-professional jobs are being done by librarians is to compare the ratio of clerical workers to the total staff. If more than 40 percent of the entire staff is composed of professionals, the probabilities are that they are performing a substantial amount of clerical routines and at the same time neglecting opportunities to make important and useful contributions of a professional character.

Librarians at Brigham Young

The Brigham Young Library is to be commended for meeting some of the principles outlined above in the status of its staff. Professional librarians at BYU have academic or faculty status and are eligible for sabbaticals, research grants, membership on faculty committees, retirement benefits, and other customary faculty perquisites.

In one important respect, however, it appears that a principle stated is not being followed: the ratio of professional to nonprofessional staff members. As of September 1, 1968, there were 29 1/2 professionals and 30 1/2 subprofessional or clerical workers on the BYU staff--almost exactly balanced. The apparent shortage of clerical staff is compensated for in part by the extensive employment of student assistants. According to a definition being used by the Association of Research Libraries, 2,000 hours per year are equivalent to one full-time clerk. In 1967-68, the Brigham Young Library used 144, 384 hours of student help, which, according to the definition, would be worth 72 full-time clerical workers. It may be seriously questioned, though, whether students working irregular schedules for a limited number of hours per week are actually the equivalent of better-trained, experienced, and usually more mature full-time clerical staff members. This is a question which the BYU Library should analyze and study with care.

In salary standards at the beginning level, the BYU Library is in line with national trends. The minimum salary is set at $7,000. On the basis of figures just released by the Association of Research Libraries for 1968-69, the 70 university library members are paying beginning professional salaries ranging from $6,300 to $8,124. The BYU Library is near the median, but will require an annual upward revision to remain competitive.

A point which must be kept constantly in mind is that salaries for upper-level positions ought to be increased proportionately to match rising beginning salaries. Many university libraries have been confronted in recent years with the problem of being forced to increase their minimum beginning salaries in order to be able to fill positions, but frequently at the expense of salary increases for older, experienced staff members. The effect on staff morale is obvious. The BYU Library's current salary ranges are as follows:

Department heads	$7,300-10,600
Other professional librarians	7,000-10,100
Subprofessionals	5,300-7,700
Clerical staff members	3,720-4,800

In terms of responsibilities, experience, academic preparation, and length of service, a number of positions seem to be at a minimum level and their salaries should be upgraded as rapidly as funds permit.

Closely related to salary scales is the matter of financial recognition of the fact that librarians are on 12-month appointments. In some institutions an exact percentage is added to the base salary for year-round service. At the University of Illinois, for example, two-ninths is added to the salaries of faculty members who teach in the eight-weeks summer session, of research professors, librarians, and others whose work requires year-round appointments.

Another matter for consideration at the BYU Library is the overall size of the staff. As previously noted in the chapter on "Library Financial Support," an indication of possible understaffing is the proportion of the total library budget expended for salaries and wages. In budgeting for personnel and other types of library expense for operation, an examination of expenditures by leading university libraries around the country shows considerable uniformity: about 60 percent goes for staff, 30-33 for books, periodicals, and binding, and 7-10 percent for equipment, supplies, and miscellaneous purposes. In the BYU Library only about 41 percent is being spent for salaries and wages. There are two ways to account for the low figure: substandard salaries or inadequate staffing, or perhaps some of both.

In a memorandum dated October 30, 1968, Director Nelson urgently recommended approval of six new professional positions:

Assistant librarian for Humanities and Arts Library
Assistant librarian in History, Philosophy and Religion Library
Assistant librarian in Social Sciences Library
Assistant Special Collections librarian
Library systems analyst to continue the library automation development program
Librarian of off-campus reference and circulation services, especially to serve Division of Continuing Education

In discussions with the deans and department heads, these recommendations were endorsed and others added. Also needed on the BYU Library staff, it was pointed out, are specialists in ancient and medieval history, geology, Asian studies, French language and literature, religion, agriculture and biological sciences, education, business, Latin American studies, and music.

In the chapter dealing with Technical Services, the need for subject specialists on the library staff to aid in collection development is mentioned. The divisional librarians at BYU represent broad subject knowledge, but additional specialized personnel, such as those listed above, could be of great value in two important particulars. The first, as indicated, would be to help guide the growth of the Library's resources, selecting books and journals for acquisition, and working closely with faculty members in various fields. The second would be to provide expert reference and research assistance to students and faculty. Supporting clerical personnel would be called for, also.

Education for Librarianship

The recently-established Graduate Department of Library and Information Sciences is offering a well-rounded curriculum leading to the master's degree in library science. The program is general, but is flexible enough to permit students to specialize in different areas, including the relatively new field of information storage and retrieval. At present the curriculum covers six principal areas: college and university, public, school, scientific and technical, and genealogical libraries, and information science.

The Department has already become a source for recruiting BYU Library personnel, and its value for this purpose will increase with time, though it will be desirable for the Library to continue to draw from other schools to some degree in order to avoid too much inbreeding of staff.

Two recommendations concerning the Department seem pertinent. First, it should aim toward American Library Association accreditation as promptly as possible. A library school lacking ALA recognition is handicapped in various ways, including placement of its graduates. The criteria in faculty, library resources, space, and other features for obtaining accreditation are well defined. A second suggestion is that the Department should become a separate professional school within the University. This is the direction which practically all library education divisions at the graduate level have taken in American universities. This plan of organization encourages the maximum development of a school, while it remains an integral part of its parent institution.

Summary

Brigham Young has an excellent professional library staff, well prepared academically and through practical experience, and dedicated to providing effective service to the University community. The faculty status held by the professional staff is evidence of the University's recognition of the contribution that the Library makes to its educational program. Further improvements in salary levels for the staff are recommended. The ratio of professional to nonprofessional staff is out of line with accepted standards, i. e., too high a proportion of professionals, despite the fact that there is a shortage of professional staff in various divisions. The appointment of a dozen or more subject specialists would add great strength to the staff for collection development and for public service.

It is recommended further that the Graduate Department of Library and Information Sciences work toward American Library Association accreditation in the immediate future and at the same time become a Graduate School of Library and Information Sciences.

8. LIBRARY COOPERATION AND INTERRELATIONSHIP

The proliferation of published material the world over has been pointed out earlier. One of the consequences is that the doctrine and practice of self-sufficiency are being superseded by the interuniversity sharing of library resources. Since no library can hope to acquire everything, past and current, produced by the world's presses, the advantages of combining resources are obvious, particularly as rapid methods of reproduction of material and transmittal of information improve.

It has long been recognized by librarians that substantial economies in library operation are possible through a division of fields among universities, accompanied by the specialization of subject coverage in university libraries. The typical scholar, however, is not an enthusiastic supporter of the concept of shared library resources. He wants his books, especially those often used, close at hand and not off in some remote location. Moreover, great universities are generally reluctant to circumscribe their activities or to relinquish any on-going programs. Thus, institutional rivalry and the traditional ideal of independence have retarded specialization of fields, though not necessarily the sharing of resources. Individual research libraries are therefore likely to continue their present growth rates.

Cooperation is not, of course, a panacea for all library or educational problems. An institution will be stimulated and strengthened by cooperation with its neighbors, but such activities cannot be regarded as a substitute for generous local support. A reasonable degree of duplication must go on among libraries. Every library necessarily procures for its own collections much-used reference works, general-interest periodicals, books needed for undergraduate reading and instruction, and other titles in frequent demand, without regard to their availability elsewhere. Otherwise, it is not providing satisfactory service to its own clientele. Even at the graduate and research level, considerable duplication will be necessary, in part because many books needed for undergraduate teaching are also basic for more advanced study.

It should be strongly emphasized that libraries do not operate in a vacuum. They are service agencies and must be guided by the teaching and research programs of their parent institutions. If two neighboring universities decide to offer graduate work in the same specialized area, a duplication of library resources will follow as a matter of course. In brief, rationalization of graduate studies among universities is a pre-condition for rationalization of library resources.

Library cooperation takes many forms, among them union catalogs, union lists, storage centers for little-used books, specialization of fields, micro-reproduction projects, abstracting and indexing, exchanges of publications, evaluative studies of resources, and centralized acquisition and cataloging. One of the oldest and most prevalent types, interlibrary loans, is discussed in the chapter on Public Services. The BYU Library is also involved, in one way or another, with most of the other types listed above.

Union Catalogs and Union Lists

Any program of bibliographical control must rest primarily on union catalogs and union lists. Among those to which the BYU Library contributes or has contributed are the following:

National Union Catalog, published periodically in book form by the Library of Congress. The complete catalog, with some 15,000,000 entries, is in process of publication.

Union List of Serials in the United States and Canada, third edition.

New Serial Titles, a Union List.

American Newspapers, 1821-1936; a Union List of Files Available in the United States and Canada.

U.S. Library of Congress, Union Catalog Division, *Newspapers on Microfilm.*

National Union Catalog of Manuscript Collections.

Chemical Abstracts Lists of Periodicals, with Key to Library Files.

Since its beginning in 1936, the BYU Library has contributed a record of holdings to the union catalog of the Bibliographical Center for Research, Rocky Mountain Region, at Denver. The Bibliographical Center serves as a central agency for cooperative undertakings of libraries of the region. It was established to provide such services as the location of books, arrangements for interlibrary loans, information on cataloging, to answer reference questions, compile bibliographies, and to assist with cooperative purchasing.

Cooperation in Utah

The BYU Library and the University are participating with the Utah Coordinating Council on Higher Education in planning an extensive library cooperative program for colleges and universities in Utah. The program will begin with an expansion of interlibrary loan activities, regular delivery service among northern institutions, and may be extended later to include cooperation in acquisitions, processing, etc.

Centralized Cataloging

An example of library cooperation of potential major importance for research libraries is the National Program for Acquisitions and Cataloging undertaken by the Library of Congress under the Higher Education Act of 1965. The plan comprehends a world-wide acquisition program, aimed at procuring all books of significance published anywhere, and through assistance from national libraries in various countries providing printed catalog cards. When fully implemented, the project should result in the availability of printed cards for nearly 100 percent of currently-published books acquired by any library, reducing substantially the cost of cataloging at the local level. At present, the BYU Library is able to obtain from the Library of Congress needed catalog copy for 60 percent of books acquired, which means that original cataloging must be done locally for 40 percent of the Library's acquisitions.

Exchanges

Exchange systems for acquiring library materials have long been in vogue. The Medical Library Association has had a system of exchanges for duplicate publications in operation since 1899, and the Association of College and Research Libraries has sponsored a Duplicate Exchange Union since 1940.

There are two principal types of exchanges: (1) using the university's own publications--books, journals, study series, theses, etc.--to exchange for the publications of other institutions, such as universities, learned societies, observatories, academices, and museums; and (2) the exchange of duplicate materials with other libraries. The BYU Library is engaged in both kinds of activities. There are exchange relationships with some 800 other institutions at home and abroad, to which the BYU Library sends the following University publications:

Family Perspective
Great Basin Naturalist
Social Science Bulletin
Brigham Young University Studies
Geology Studies
New World Archaeological Foundation Papers
Abstracts of Dissertations and Theses
Brigham Young University Bulletin
Science Bulletin, Biology Series
Charles E. Merrill Monographs in the Humanities and Social Sciences

Duplicate exchanges are also carried on by the BYU Library. About 3,000 items per year are sent and received.

Library Interrelationships

The facilities of other libraries operated by the LDS Church are available to students of Brigham Young University. The Genealogical Society in Salt Lake City contains approximately 75,000 books and over 500,000 rolls of microfilm. These include family histories, genealogy, biography, military records, cemetery inscriptions, town, country, and state histories of the United States, and local and national histories of other nations. The Utah Valley Branch Genealogical Library is located in the BYU Library.

The facilities of the library of the Church Historian's Office in Salt Lake City are available by arrangement to advanced students for research. Its collections contain publications of the Church, periodicals issued by the various auxiliary organizations, reports and histories of the various missions, general history of the Church, biographies of Church leaders, and other pertinent published and archival material.

Photographic Facilities

The BYU Library maintains a laboratory equipped with Xerox and microfilm cameras for reproducing materials needed by other libraries, as well as for its own faculty and students.

Summary

The number and variety of cooperative enterprises in which the BYU Library is engaged are commendable. Almost every important form of library cooperation is well represented among these undertakings.

The limitations of library cooperation, as well as its values, should be clearly recognized. Economy may be achieved through some of the cooperative devices, but that should be an incidental consideration. The primary purposes ought be the enrichment of library resources and the improvement of services to library users.

The success of programs of library cooperation in universities must depend principally upon overall institutional attitudes, especially in the willingness to rationalize graduate and research activities. Libraries can hardly move faster or further in interinstitutional agreements than their parent universities are willing to go.

9. RESOURCES FOR TEACHING AND RESEARCH

The first essential in a university library is to possess the books, journals, proceedings of learned societies, government publications, newspapers, pamphlets, maps, microreproductions, and other materials required to meet the university's objectives in instruction, research, and publication. Beautiful buildings, well-trained staffs, and the most modern cataloging and classification, circulation, and reference systems can compensate only to a limited degree for the absence of strong collections.

There are various approaches to testing the strength of a library's holdings. Among them are quantitative measurements, the checking of standard bibliographies, and detailed descriptions of collections. All these three methods will be applied in evaluating the resources of the BYU Library.

Mere size does not guarantee a great library. The quality and richness of the book collection are more significant. The difference between a good library and a great library is the distinctive collections built up around special subjects, the unusual books, the rare periodicals and newspapers, and the unique manuscripts, added to standard book collections. Nevertheless, the size of the total collection has frequently been demostrated to be an important factor in judging adequacy.

According to the American Council on Education's study _An Assessment of Quality in Graduate Education,_ there is a strong correlation to be found between the prestige of a university and the size of its library. Except for technical institutions, all of the universities which rated as "Distinguished" have libraries of a million-and-a-half volumes or more.

Another investigation* found a direct relationship between the number and variety of doctoral degrees awarded and the strength of library resources in individual institutions. Among the 37 universities which awarded more than 900 doctoral degrees each during the decade 1953-62, all except three held more than 1,000,000 volumes each. Of the 93,799 doctoral degrees awarded in the United States for the 1953-62 period, 58,150, or nearly two-thirds, came out of 30 universities with libraries containing more than 1,000,000 volumes each.

Another approach to establishing quantitative standards for university libraries was essayed by Verner W. Clapp and Robert T. Jordan of the Council on Library Resources. Seven factors are weighed in the formula proposed by Clapp and Jordan: a basic undergraduate library, the number of faculty members, total number of students, undergraduates in honors or independent study programs, number of fields of undergraduate concentration, i.e., major subject fields, number of fields of graduate concentration at the doctoral level. For each category, a specified number of books, periodicals, and documents required.

As applied to Brigham Young University, the Clapp-Jordan formula produces the figures shown in the accompanying table.

In summary, the standard proposed calls for 1,256,730 volumes of books, 117,296 volumes of periodicals, and 292,161 documents, for a total of

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*Downs, R. B. "Doctoral Programs and Library Resources," College and Research Libraries, 27 (March 1966), 1923-29, 141.

1,666,187 volumes. Thus the BYU Library's total holdings of 725,750 volumes are only about 44 percent of the number recommended under the Clapp-Jordan formula. Current periodical subscriptions totaling 6,436, however, are slightly higher than the 6,269 titles specified by the formula.

One other quantitative measurement of the Brigham Young collections may be significant: a comparison with other major university libraries. Of the 70 academic institutions belonging to the Association of Research Libraries, 51 hold in excess of 1,000,000 each, and nine others will reach that level within the next year. At the present time only three of the 70 members, Georgetown, Iowa State University, and Texas A. & M. University, hold fewer volumes than Brigham Young.

The BYU Library's holdings of 725,750 volumes are supplemented by collections of non-book materials, summarized as follows:

Microfilm	25,233 reels
Other microforms	211,204 cards or fiche
Recordings	6,977
Maps	29,942
Manuscripts	790 linear feet
Pamphlets	7,239

By broad categories, according to an analysis done recently, the BYU Library's total collection was estimated in percentages as follows:

General works	6.8
Religion, philosophy and psychology	11.1

BRIGHAM YOUNG UNIVERSITY

APPLICATION OF FORMULA FOR ESTIMATING THE SIZE FOR LIMINAL ADEQUACY OF THE COLLECTIONS OF SENIOR COLLEGE AND UNIVERSITY LIBRARIES*

	Books		Periodicals		Documents	Total
	Titles	Volumes	Titles	Volumes	Volumes	Volumes
Basic Collection or Undergraduate Collection	35,000	42,000	250	3,750	5,000	50,750
Faculty Members (1,050 FTE)	52,500	63,000	1,050	16,250	26,250	105,500
Full-time Students (22,761 FTE)		227,610		22,761	22,761	273,132
Honors Students (750 FTE)	7,500	9,000				9,000
Undergraduate Majors (103)	20,600	24,720	309	4,635	5,150	34,505
Graduate--Master's Fields (86)	172,000	206,400	860	12,900	43,000	262,300
Graduate--Doctoral Fields (38)	570,000	684,000	3,800	57,000	190,000	931,000
Totals	857,600	1,256,730	6,269	117,296	292,161	1,666,187

*Clapp, Verner W. and Jordan, Robert, "Quantitative Criteria for Adequacy of Academic Library Collections," College and Research Libraries, 26 (September 1965), 371-80.

Social Sciences and education	16.3
Physical and biological sciences	10.4
Applied sciences	9.7
Fine arts	5.7
Humanities	22.5
History, biography, geography, and travel	17.5

A more complete breakdown is shown under various subjects in the descriptions of holdings which follow.

Analysis of Collections

For analysis of the BYU Library holdings, a comprehensive outline was applied to all subject fields and types of material. The results of this extensive investigation, in which many members of the library staff and faculty participated, may be summarized as follows:

A. Types of Material

1. General Reference Works. Most fundamental of all publications to a good college or university library are the bibliographies, dictionaries, encyclopedias, yearbooks, biographical and statistical compilations, and similar works which go to make up a library's reference collection. While it seldom treats any subject in exhaustive detail, a reliable reference work is usually an excellent beginning point for research on practically any topic.

A standard bibliography in the field since 1902 is Winchell's *Guide to Reference Books*, the eighth edition of which was recently published by the

American Library Association. A total of 8,204 titles is listed therein. The BYU Library's holdings by subjects range from as low as 22 percent (Geography) to 70 percent (American history).

2. Encyclopedias and Dictionaries. BYU has 85 different general encyclopedias, American and foreign, and several eighteenth and early nineteenth-century titles of historical interest.

All the major English and American dictionaries listed in Winchell are held, except the standard Anglo-Saxon work. The collection of foreign dictionaries is large and reasonably comprehensive for German, French, Spanish, and Japanese. Several standard titles for Russian and Portuguese are lacking, and the holdings for minor European and other languages are weak.

3. Bibliography. The Library has 120 titles of library catalogs, e.g., British Museum, Bibliothèque Nationale, and Library of Congress. Few of the G. K. Hall catalogs are held. The collection contains the principal examples of "universal" bibliographies (Brunet, Grässe, Peddie, and Watt), and a strong collection of national bibliographies. The latter, in 523 titles and 2,727 volumes, represents all areas of the world. The standard American and English periodical and newspaper indexes, directories, and union lists are held.

Of bibliographical journals and society publications, the Library has 640 titles in 1,442 volumes.

For subject bibliography, the Library's holdings are summarized quantitatively as follows:

Philosophy, 11 titles, 32 volumes

Psychology, 24 titles, 40 volumes

Religion, 114 titles, 238 volumes

Social sciences, 468 titles, 856 volumes

Science, 239 titles, 432 volumes

Technology, 251 titles, 540 volumes

Fine arts, 404 titles

Literature and language, 96 titles in language and 813 in literature, exclusive of individual author bibliographies

History, 823 titles, 1,560 volumes

In addition to printed bibliographies, the BYU Library has a number of unpublished tools of a bibliographical nature, e.g., special catalogs of Arabic, Japanese, Korean, and Chinese materials; catalogs of one-act plays and short stories not included in standard indexes; an author-subject catalog on the American Indian; and card catalogs of manuscripts, early printers, autographs, book plates, and other materials in special collections. A bibliography of Mormonism, 1830-1930, containing about 10,000 imprints, is scheduled for publication in the near future.

4. Library Science. The Library subscribes to 239 periodicals classified in library science and 76 titles relating to printing and the history of books. The leading journals are available in complete files, but the

publications of state associations and individual libraries and foreign titles are missing or incomplete. Total holdings number 2,300 volumes in the 020's and 1,294 volumes in the 655's. The Library also has 200 incunabula.

5. Dissertations. The Library has 6,190 titles and 10,165 volumes of theses and dissertations, aside from those classified with other materials, together with a number of dissertation bibliographies.

6. Government Publications. In the principal categories of government publications, the BYU holdings are as follows:

a. International organizations, 7,200 volumes, with standing orders for UN, UNESCO, ILO, WHO, SEATO, OAS, and NATO documents.

b. Foreign documents, 8,000 volumes, representing principally Canada (a depository), Great Britain, and Germany.

c. State documents, 500 volumes, excluding Utah for which completeness is attempted; other states are represented by blue books and constitutions and nearby states by legal codes.

d. Municipal documents, about 250, mainly of Utah cities.

e. Federal documents, 71,000, excluding bills and other ephemera. An official depository since 1907; 97 percent of currently-available documents are received.

7. Historical Manuscripts. The Library is the official depository of the University's archives. Otherwise, the emphasis is on local history,

with collections of the papers of Church, University, and Utah political leaders, and literary manuscripts of local authors.

The Library holds several examples of European medieval, Arabic, and Oriental manuscripts. Calendars are maintained for all manuscript materials.

8. Newspapers. The Library has about 17,000 reels of microfilm of newspapers, with numbers of titles as follows:

Utah, 128, mostly complete

U.S., 323, sketchy holdings

Foreign, 42, sketchy holdings

Utah papers date back to 1850. Other areas, selected because of Mormon interest, include early holdings from South Carolina, Philadelphia, Maryland, Virginia, and London, England. Seven papers are being maintained currently on film: Christian Science Monitor, Deseret News, New York Times, Provo Daily Herald, Salt Lake Tribune, London Times, and Wall Street Journal.

9. General Periodicals. The Library holds 404 titles in 11,096 volumes of general periodicals, plus 1,800 reels of microfilm representing 135 titles. Complete files are available of major nineteenth-century American and English periodicals indexed by Poole, and 11 titles are nearly complete for the eighteenth century. There are current subscriptions for all titles indexed by the Readers' Guide and by the Social Sciences and Humanities Index.

10. Recordings. The BYU recordings collection numbers 6,977 items, discs and tapes, divided between 6,381 discs and tapes for music, and 596 for speaking.

11. Illustrations. The Library has approximately 15,000 photographs in a special collection, mainly concerned with western Americana.

B. Special Subjects

1. Humanities. In the section of general works, periodicals, society publications, etc., of particular interest to the humanities, language and literature, the BYU Library has 10,136 titles and 236 periodical files.

2. Classical Languages and Literature. The Library has about 3,000 titles in Greek and Latin literature and languages. Of 60 representative journals listed in McGuire's *Introduction to Classical Scholarship*, 40 are represented by complete or partial files. Of 237 titles listed in the Stanford University Classics Department's *Bibliography of Periodicals on Graeco-Latin Antiquity*, 120 are currently received.

3. American Literature. The Library holds 21,638 titles (27,000 volumes) for American literature. The principal categories are: (a) 230 American literary periodicals, among which scholarly journals and society publications are well represented; (b) collected editions of major authors and many minor writers; (c) special collections, including a comprehensive assemblage of first editions, historical, biographical, and critical works relating to Herman Melville, and original editions of Walt Whitman, Mark Twain, Ralph Waldo Emerson, and Emily Dickinson; (d) a wide selection of literary criticism dealing with American literature. Holdings are strongest in fiction (13,000 separate titles) and in poetry (4,000 titles).

4. English Literature. The Library holds 21,193 titles (29,388 volumes) in English literature, including: (a) files of 82 periodicals; (b) standard or definitive editions of most major authors of the medieval, Renaissance, Victorian, and twentieth-century periods, though a few important figures are missing (e.g., Pope, Henry James, and Carlyle); (c) specialized collections for Robert Burns and William Wordsworth, and strong holdings for Chaucer, Shakespeare, Milton, and Spenser.

5. German Language and Literature. In the German literature section of 9,878 volumes are 78 periodical titles, mainly incomplete; standard editions of the more important authors, with a slight emphasis on Goethe; and a rather weak collection of secondary works.

6. French Language and Literature. The chief elements in the collection of French literature, numbering 12,165 volumes are these: (a) 80 periodical and society publications; (b) collected editions, some of historical significance, such as the first edition of Molière's works and eighteenth-century editions of Bayle's Dictionary, Diderot's Encyclopedia, Rousseau, etc.; (c) a special collection of eighteenth and nineteenth-century French drama, some 3,000 titles; (d) 4,500 titles of fiction and 1,100 of poetry.

7. Other Romance Languages and Literature. The chief strength here is for Spanish literature, including 5,405 volumes, among which are 34 periodical files and standard collections, both of a comprehensive nature and for individual authors. For Italian literature, there are only 955 volumes and for Portuguese, 480.

8. Other Languages and Literature. For Russian literature, the Library has 2,137 titles, including more or less complete runs of 60 periodical and society publications and collected sets of major writers. The holdings for Chinese (260 volumes) and Japanese literature (290 titles) are inconsequential.

9. Folklore. Total volumes in the Library's 390-399 section are 2,275 of which 1,080 are strictly in the folklore classification. There are 35 periodical titles, a number of them represented by complete files. The only subject emphasis is on Mormon heritage and tradition.

10. Fine Arts. Relating to the fine arts in general, the Library has 124 periodicals, 70 currently received, and 17 museum and art gallery publications (of 95 listed by Ulrich). For painting and sculpture, there are 5,500 volumes, including 50 periodicals, and for architecture there are 1,225 volumes, including 38 periodical titles.

11. Music. The BYU Library's holdings for music are substantial and in a rapidly-growing state, though it has lacunae. Musicology is well covered except for ethnomusicology; collections of scores have been or are being acquired; the music of and books about major composers have been added systematically; there is a strong collection of 263 music periodicals, many represented by complete runs; and 6,381 music tapes and discs are in the recordings section. The total holdings in music number 10,819 volumes.

12. Theatre. The Library has 2,075 volumes on the theatre, exclusive of play texts and critical works on plays. About 1,500 titles deal with the history of the stage, with the principal strength in the Greek, Roman, Elizabethan, and

Restoration periods; 500 volumes are concerned with scenery, stage decoration, and lighting; 55 periodical and society publications, mainly complete, deal with the stage and dramatic arts; and there are collections of original prompt books and of playbills (one of the Salt Lake Playhouse, nineteenth and twentieth century).

13. Philosophy. The Library's holdings of 5,891 volumes relating to philosophy emphasize metaphysics, logic, esthetics, scholasticism, Cartesianism, existentialism, and other philosophic systems. Being developed at present are the history of philosophy and contemporary philosophy of mind and metaphysics. The periodical collection of 1,157 volumes contains 82 English and 28 foreign titles. The English language journals are almost complete, but the foreign titles are weak.

14. Religion. For non-Christian religions, the Library has 1,690 book titles, 575 of them on Judaism. There are 40 periodical files.

For the history of Christianity, the principal strength is for the early centuries, the Reformation period, and American church history. The Library has 18,000 microfilm rolls of original manuscripts in the monasteries of Mount Athos, Greece, St. Catherine's Monastery of Mt. Sinai, and the libraries of the Greek and Armenian Patriarchates in Jerusalem. There is a good collection on Reformation history and the writings of the reformers. The Library is reasonably strong for Roman Catholic church history (including 42 periodical files), has the standard histories of Christian denominations and sects, and a fair collection on contemporary Christian theology.

The Library's total number of volumes relating to religion is 37,130 volumes, including 5,734 periodical volumes.

In addition, the excellent Mormon special collection contains 5,386 volumes and 981 microfilm reels.

15. Social Sciences. The Library holds 14,083 books and 1,878 periodical volumes in the 300-319 section of the Dewey classification, plus 4,333 microfilms. Of the 26 journals listed in White's Sources of Information in the Social Sciences, the Library has 21 current subscriptions, receives publications from 13 of 25 organizations listed, and holds volumes from 16 of the 21 sources listed for statistical data.

16. Anthropology. The Library has 2,706 book titles and 579 periodical volumes relating to anthropology. The resources are fairly good for Africa, but weak for other areas. Of 30 periodicals listed in Mandelbaum's Resources for the Teaching of Anthropology, the Library has 28 and holds publications from 41 societies.

17. Sociology. The Library's sociology collections are rated substandard in quality and quantity in relation to student and faculty needs. In the total collection, there are 3,960 book titles and 1,647 volumes of periodicals. Foreign-language material is meager and basic works before 1950 in any language are lacking. From the recommended lists in White, the Library has 19 of 24 periodicals, and holds publications from 34 societies and organizations.

18. Economics and Commerce. According to an evaluation of the economics collection from the Department of Economics, the holdings total

about 17,500 volumes, with approximately the same number in the business area. Over 3,000 volumes per year are being added, there are current subscriptions to 130 domestic and foreign journals indexed by the A.E.A. Index of Economic Journals and all publications indexed in Business Periodicals Index. The most basic only of commercial services are received, and annual reports from some 900 corporations are current.

19. Political Science and Government. The Library holds 21,282 volumes classified in political science, with 1,192 periodical volumes and 7,621 microprints. By fields, the collection is fairly comprehensive for study and research in history and theory of government and politics; adequate for instructional purposes, but weak for research, in local government and politics; reasonably satisfactory for study and research in federal and state government; and adequate for instruction on foreign governments. By subject areas, the Library supports six fields of concentration: political philosophy and theory, American government and politics, public administration, foreign government and politics, public law, and international relations. For all, library collections seem strong for instructional purposes, but in-depth development for graduate programs is spotty. Foreign language sources and pre-1960 imprints are generally lacking. Of 20 periodicals listed in White, the Library is currently receiving 17, together with publications from 20 societies and organizations. For international relations, UN, NATO, and OAS documents are received on a selective basis, the Library has a fairly strong treaty collection and a small periodical collection.

20. Education. A total of 28,854 volumes are classified in education, including 4,000 periodical volumes. All major fields of education are covered, and the collections are generally sound for instructional and research purposes. The chief weaknesses are foreign-language material, works for historical research, and some basic sources published before 1960. All periodicals included in the Education Index are currently received, but state education journals are acquired only for the western states. The publications of 122 societies and organizations are held, 50 on a current basis. U.S. government publications in the field of education are available. There are standing orders for the publications of numerous universities and colleges, and the collection of college catalogs is quite adequate.

The Library maintains a model collection of instructional materials comprising textbooks, supplementary books, workbooks, teachers' manuals, courses of study, and similar material for elementary and secondary school teaching. There is also a selected literature collection, elementary and secondary, for classes in children's literature and library science. The curriculum collection as a whole contains nearly 10,000 textbooks, 19 encyclopedias, and 6,000 volumes of literature.

21. Law. Since the University has no school of law, the library holdings in this field are weak. The few courses offered relate to other disciplines, e.g., international law, business law, and labor law. Some 55 legal periodicals are currently received, together with the Index to Legal Periodicals. A total of 5,605 volumes are classified in law.

22. History. A collection of 3,710 volumes of books and periodicals classifies in general history. For classical archaeology and ancient history, the Library holds 4,879 volumes, a good basic collection of periodical files, large sets, encyclopedias and dictionaries, and a well-rounded assemblage of historiography. The medieval collection of 1,215 volumes of books and periodicals is inadequate for graduate study, though it contains the basic national collections, except for France.

General modern European history is represented by more than 4,000 volumes, inclusive of most standard reference sources for Renaissance and Reformation, sixteenth-century diplomatic history, and twentieth-century history. Complete sets are available of major collections of diplomatic documents, published before and after World War II and various smaller collections of French, German, British, Russian, Italian and other series. These works are supplemented by comprehensive holdings of diplomatic documents issued by the U.S. Government. Monographs and general works for modern European history are strong, as are general bibliographical sources and historical journals. Local area and municipal histories, especially for England and France, are well represented.

By countries, the collection is poor for the history of Scotland and Ireland, but is outstanding in published documents and diplomatic correspondence for England. For France, sixteenth-century diplomatic history is strong, there is a substantial collection of French religious and political pamphlets of the sixteenth and early seventeenth centuries, and there is strength for diplomatic correspondence and for memoirs of sixteenth-century French leaders. For

Germany, the collection is weak except for twentieth-century diplomatic history. Early history is represented by a set of the Monumenta Germaniae Historica. A special collection of 2,100 books and other publications relates to the Nazi Party. The materials for Italian, Spanish, Russian, Scandinavia, and other countries are quite limited in number, though they contain a few standard sets.

Other areas in which holdings are small and relatively undeveloped are Asian history (3,058 volumes of books and periodicals), Mexico (1,307 volumes), South America (1,347 volumes), African history (564 volumes), and Canadian history (611 volumes).

The U.S. history collection strongly supports master's level work in social, political, intellectual, economic, and religious history. The Evans and Shaw and Shoemaker microforms provide good coverage of original materials up to 1820. Documentary publications and bibliographies have been acquired systematically. The collection is outstanding for Utah and Mormon Church history; it contains Utah State Congressional records and a good collection of Utah documents, all state and county histories, and all Utah newspapers available on microfilm. The collection is also good for western U.S. and Indian history. The total holdings for U.S. history are 17,037 volumes, including about 2,000 periodical volumes.

23. Biography. The BYU Library's collection of biography is extensive, totaling 25,530 volumes, including 2,680 biographies of musicians and 2,190 biographies of actors and actresses.

24. Genealogy. The genealogical collection is strong, especially in combination with the Utah Valley Branch Genealogical Library located in the BYU Library, a branch of the Salt Lake Genealogical Society, which possesses the world's largest microfilm collection of genealogical material. At BYU are microfilms of membership records, census records, and other Mormon Church records of genealogical value, and some parish and census records from foreign countries. Federal censuses reproduced by the National Archives for 1790-1850 and 1880 are available on film. There is also a good collection of genealogical periodicals. In the total holdings there are 6,119 microfilm rolls and 2,368 volumes of books and periodicals.

25. General Science. In general science, the Library's holdings total 8,921 volumes, including 3,639 periodical volumes. A history of science collection containing 600 titles has been acquired recently. Current periodical subscriptions number 118, and publications of a general nature are received from 122 societies and museums.

26. Geology, Paleontology, Mineralogy, etc. The BYU Library's holdings in this field are rated as good, totaling 13,138 volumes, including 2,154 bound periodical volumes. The publications of the U.S. and Canadian Geological Surveys are fully covered and many state geological surveys are present. Geological maps number about 12,000. The Library is also a depository for the U.S. Army Map Service. Currently received are 183 periodicals and society publications. Fields of emphasis are structural geology, stratigraphy, paleontology, mineralogy, geophysics, and geochemistry.

27. Geography. The geographical collection appears adequate for undergraduate but not advanced graduate study. There are 272 current periodical and society publications; about 70,000 maps; 630 atlases; 620 gazetteers; 800 guide books; and a collection of travel books emphasizing early North American exploration and discovery.

28. Astronomy. The Library is receiving contributions from the major American observatories and several foreign observatories. The coverage of astronomical maps and atlases is good. Periodical and society publications currently received number 33. Total holdings for astronomy are 2,663 volumes.

29. Mathematics. The Library's mathematical collection is reasonably strong, containing 7,066 volumes, including 2,639 bound periodicals. The holdings comprise the principal encyclopedias and monumental works, collected works of major mathematicians, and 141 periodical and society publications. Fields of emphasis are algebra, functional analysis, topology, applied mathematics, and partial differential equations.

30. Physics. The physics collection number 7,699 volumes, of which 2,460 are periodicals. The major monumental sets are present and 103 periodicals are current. Special fields of interest are high pressure, X-rays, Mossbauer effect, spectroscopy, solid state, space physics, acoustics, atmospheric physics, and low energy nuclear physics.

31. Chemistry. The chemistry collection totals 8,650 volumes, of which 3,519 are periodicals. The Library has the standard sets and indexes and sub-

scribes to 101 periodicals. Fields stressed include organic and physical chemistry, biochemistry, and theoretical and analytical chemistry.

32. Zoology. In the descriptions prepared for the present study, the BYU Library resources for zoology are described in detail. Among the 19 areas analyzed in terms of periodical and society publications, books, and large sets, the strength varies from good to poor. The holdings total 10,689 volumes, including 2,490 periodical volumes; 286 periodical and society publications are current.

33. Botany. Botanical literature in the BYU Library is fairly extensive, comprising 12,690 volumes, including 2,156 periodical volumes. Current periodicals number 71 and the Library receives publications from many botanical gardens and arboretums. The principal monumental sets in the field are available. Special fields of interest are paleobotany, ultrastructurecell biology,taxonomy-ecology, physiology, and genetics.

34. Biological Sciences (general). The materials classified in the biological sciences in general, as distinct from special fields total 11,105 volumes, including 3,142 periodical volumes.

35. Medicine. The Library's resources in the medical field are mainly to support a program for premedical and predental students. The medical literature section comprises 16,727 volumes, including 5,068 bound periodicals; 236 periodical titles are current.

36. Psychology. The Library's strength in psychology is only fair. A total of 3,972 volumes are classified in the field. Older material (pre-1967)

is frequently lacking. To remedy the weaknesses, a systematic program of collection development is in progress.

37. Allied Medical Sciences. There are minor collections for the principal allied medical sciences: (a) bacteriology and public health, 1,400 volumes; WHO and U.S. Public Health Service publications, and 58 current periodicals; (b) pharmacy and materia medicine, 250 books, the principal pharmacopeias, and 29 periodical subscriptions; (c) dentistry, 100 books and 7 periodical subscriptions; (d) nursing, 700 books and 26 current periodicals.

38. Engineering. The University curriculum is specialized for mechanical, electrical, chemical, and civil engineering. The Library's holdings in the field as a whole total 22,794 volumes, of which 6,733 are periodicals. There are 637 current periodicals; publications of various societies and the standard indexes are available.

39. Military and Naval Science. A collection of about 1,000 volumes and 18 current serials supports Army and Air Force ROTC programs.

40. Agriculture. The University curriculum emphasizes agronomy, agricultural economics, horticulture, and animal science. In support, the Library holds a collection of 15,694 volumes, including 4,169 bound periodicals; is a depository for U.S. Department of Agriculture publications, receives state agriculture experiment and extension station publications from most states; and subscribes to 343 periodicals and 37 society publications.

41. Home Economics. The curriculum stress in home economics is on foods, nutrition, clothing, textiles, and home management. The Library's holdings total 4,258 volumes, including 1,234 bound periodicals; 71 periodicals

are current.

42. Special Collections. Several of the BYU Library's special collections are too general in scope to be included under any of the foregoing categories. Of special note are the following:

a. Americana. The Americana collection consists of 14,726 books, 3,000 periodical volumes, 13,100 pamphlets, 240 directories, 614 documents, and 600 manuals. The chief strength is for Utah and Mormon subjects, from the beginnings to date. Other sections are a Texas collection, a voyages and travels collection, and other selected Americana. The manuscript portion of the collection is described elsewhere.

b. Hafen Collection of Western Americana. The Hafen collection, to which other rare Western Americana has been added, comprises 3,903 books, 1,000 pamphlets, 60 documents, and 135 volumes of periodicals. (See the following for catalog of the collection: LeRoy R. and Ann W. Hafen, Their Writings and Their Notable Collection of Americana Given to the Brigham Young University Library. Provo: J. Reuben Clark, Jr., Library, 1962. 109 p.)

c. Melville Collection, previously mentioned under American Literature, consists of 765 books, 500 pamphlets, and 30 volumes of periodicals by and about Hermand Melville and his works.

d. J. Reuben Clark Collection comprises 4,700 books and 3,500 pamphlets, rich in foreign affairs, particularly South America, legal literature, and religious books.

e. Rare Collection. About 14,000 books and 1,000 pamphlets maintained in a separate collection because of their rarity. Among the features are Arabic manuscripts, Sefton collection of prompt books, McCorkel collection in church history, Heidner collection of fifteenth and sixteenth-century printing, Bruning collection of Japanese printing, Martin Luther tracts, French diplomatic tracts, Reformation and Counter-Reformation books, fifteenth-eighteenth century classics, private press imprints and fine printing, American church history, and eighteenth-twentieth century literary first editions. The Robert Burns, Walt Whitman, and William Wordsworth sections are distinctive. Also included is a recently-acquired Victorian literature collection of about 2,000 volumes.

43. Standard Lists. A number of standard lists have been checked against the Library's holdings, with the following results:

Cambridge Bibliography of English Literature	40%
Rassow's Deutsche Geschichte im Uberblick	12%
A Basic Geographical Library	50%

U.S. Library of Congress, *A Guide to the Study of the United States of America*	88%
Morris' *A Theological Book List*	66%
Burr's *Critical Bibliography of Religion in America*	50%
Christian Periodical Index--titles indexed	50%
Index to Religious Periodical Literature--titles indexed	100%
Winchell's *Guide to Reference Books*--various sections	22-70%
American Historical Association's *Guide to Historical Literature*, various sections	6-83%
AAS, the AAAS Science Book List	60%
American Institute of Physics, *Checklist of Physics for an Undergraduate Physics Library*	95%
Jenkins' *Science Reference Sources*	70%
Deason's *Guide to Science Reading*	52%
Harvard List of Books in Psychology	87%
Mirvass' *Basic Booklists in Physical Education for the College Library*	87%
March's *Handbook of Organizations*	78%
Institute of Life Insurance, *A List of Worthwhile Life and Health Insurance Books*	48%
Choice, selected lists on Latin America, South Asia, and Southeast Asia	53-78%
Choice, "Opening day collection"	72%
Theories of Society (1,103 titles)	50%
Australian News and Information Bureau, *Books of Australia*	49%

The following lists are in process of checking:

Hucker's China, a Critical Bibliography

Mukherjee's Annotated Guide to Reference Materials in the Human Sciences

Mandelbaum's Resources for the Teaching of Anthropology

White's Sources of Information in the Social Sciences

In some instances, the checking of the above lists dates back for several years and substantial progress has been made since in filling lacunae.

Buying Collections

A prime method used by the BYU Library to achieve rapid growth and to build substantial resources without delay has been to buy collections, rather than individual titles. Numerous examples are cited in the Library's annual reports. The collections usually deal with special subjects. There are pros and cons to the practice. Some faculty members object to it on the grounds that it is a "shotgun" rather than a "rifle" method and brings too much irrelevant material into the library.

When the BYU Library was relatively small and undeveloped, there was justification for a wholesale approach to collection development. The Library needed almost everything. That day is passing, if it has not already gone. It is suggested that in the future buying of collections be governed by the following criteria: (1) the material is of direct interest and value to an on-going or projected teaching or research program; (2) the amount of duplication is not over 25 percent; (3) the price is reasonable; and (4) arrangements are made in advance for disposal of duplicates, e.g., sale to another library or return to dealer for credit allowance. These criteria are currently being adhered to and appropriate faculty are being consulted when collections are considered for purchase at Brigham Young University.

Summary

On a quantitative basis, the Brigham Young Library's total volume holdings are under those of universities of comparable rank. Of the 70 academic members of the Association of Research Libraries, only three have smaller collections. The widely-used Clapp-Jordan formula calls for 1,665,687 volumes in the BYU Library in contrast to the actual holdings of 725,750 volumes. To bring the collections up to par, the acquisition rate should be stepped up to a minimum of 100,000 volumes per year, with the objective of attaining a two-million volume library by 1980.

The various standard lists checked by the library provide useful guidelines for further collection development and for identifying serious gaps in the present holdings. Any systematic filling in of lacunae must depend, of course, upon the availability of additional funds for this specific purpose.

For a number of fields, the BYU Library resources are strong, e.g., in American literature, music, religion in general, Mormonism, economics, political science, education, American history, biography and genealogy, geology, mathematics, physics, chemistry, botany and zoology, and agriculture. Several special collections add distinction for American history and literature and for rare books in a number of areas.

Viewed in its totality, the BYU Library is considerably stronger for new or recent publications than for retrospective literature. In virtually every field, both monographic and serial publications date principally from about 1960. The most serious single weakness of the Library is in the older periodical literature. Extensive periodical holdings are basic in virtually all disciplines in the modern world, and the importance of developing comprehensive files of scholarly, specialized journals is generally recognized. Without them, a university library is seriously handicapped. It is frequently evident that library resources thus far acquired by the BYU Library are not strong enough to support advanced degree programs already being offered or being proposed, i. e., graduate degrees have been approved prior to bringing library collections up to a state of adequacy. This situation is simply a reflection of the fact that BYU has a young library, in terms of overall development, and will need a period of years to reach maturity in the development of its resources for advanced graduate study and faculty research.

10. FACULTY VIEWS ON LIBRARY SERVICE

The most important clienteles of college and university libraries are of course students and faculty members. Both groups are in an excellent position to evaluate the quality of the libraries serving them. In an effort to discover their attitudes and opinions and to obtain specific suggestions for improvement, two special questionnaire forms were designed, one directed to the faculty and the second to students at all levels. The responses were excellent: 425 faculty members and several thousand students. A summary of the results follows:

A. Faculty Evaluation of Library Resources and Services

1. The first query addressed to the faculty asked: "In general, have you found the Library's facilities adequate for student assignments? If not, please specify."

Of the 425 replies received, 298 said "yes" and 127 "no." In a number of instances the respondents differentiated between undergraduate and graduate students, noting that the collections are adequate or satisfactory for undergraduate teaching and study but deficient for graduate work. This observation was made, for example, concerning Art, Classical and Asian Languages, German, Spanish-Portuguese, Civil Engineering, History, Sociology, Zoology, English, and Botany. A frequent criticism also was an insufficient number of copies for large classes.

Specific comments dealing with the book collections and other resources are enlightening:

Accounting: Inadequate holdings for federal income, gift, and estate taxation and accounting periodicals.

Anthropology and Archaeology: Journals missing, especially those published in Mexico.

Art: Lack general art history and appreciation and have few books relating to contemporary design.

Business Management: Periodicals on foreign business inadequate.

Chemistry: Need more foreign treatises.

Classical and Asian Languages: Library has no collections of poetry, drama, or fiction of the major modern Chinese writers, needed for course work. · Lacking also in philology and classical mythology.

Electrical Engineering: Electric utility information is in short supply.

English: More translations are needed for comparative literature of the Romantic Period.

Geography: Periodical holdings prior to 1958 are inadequate.

German: Journals and bibliographical works are weak.

History: Medieval history collection inadequate for upper division courses. There is a lack of secondary and primary materials in German, Russian, and Austrian history.

Industrial Education: Many books are out of date or not in the Library.

Management Development Programs: The Library lacks numerous periodicals and some books needed for student assignments.

Music: Not enough music scores. Need more two-piano literature. Not up to date for public school curriculum materials and for comparative music education.

Political Science: Materials published before 1964 lacking. Lack law journals, especially older files.

Psychology: Important journals unavailable.

Sociology: Many basic books are not in the Library. There is a lack of material in the area of social work and for graduate courses on population.

Spanish and Portuguese: Many books and journals which should be available are lacking. Collections of works of specific authors sometimes inadequate.

Speech and Dramatic Arts: Reference books and periodicals which should be available are lacking. A specific gap is works on interpretation.

Statistics: Major journals are lacking; also, a shortage of texts relating to operations research.

Zoology: Periodical holdings are incomplete, especially for back files. Reference book collection poor.

Other comments from the faculty deal with such matters as the following: journals not available for long periods when sent to be bound; frequent mutilation of journals; delays in replacing lost materials; inadequate seating in the reserve book room; not enough study area in general; listening facilities shortage.

2. Query number two reads: "Do you occasionally have to restrict assignments because of lack of materials in the Library? If so, please specify."

Nearly 200 respondents noted some degree of restriction in making assignments because of library deficiencies. Most frequently cited was the shortage of copies for large classes, mentioned over and over. A number of answers were qualified by the level of instruction: materials available for undergraduate assignments were adequate but more advanced literature for graduate students was lacking. Comments relating to specific areas follow:

Accounting: Tax periodicals lacking.

Anthropology and Archaeology: Some needed journals lacking; also works on the history of anthropological theory.

Botany: Many USDA publications ouside numbered series, particularly research reports, unavailable. Taxonomic literature, old and new, lacking.

Business Management: Lack journals dealing with quantitative methods in business.

Chemical Engineering: Russian and other technical journals occassionally lacking.

Chemistry: Specialized books and journals for biochemistry needed.

Classical and Asian Languages: Japanese literature, including children's story books, wanted. Also, scholarly Chinese and Japanese works for the humanities and social sciences, traditional and modern periods, needed.

Education: "I allow students to choose from a number of alternatives; this results in students not competing for the same book."

English: Graduate students working with Renaissance dramatists other than Shakespeare are handicapped by lack of definitive editions and biographies. Also at graduate level, materials on medieval drama are missing. For Scandinavian languages, variorum editions and nineteenth-century periodicals "are practically nonexistent."

French and Italian: Graduate research in sixteenth-century French literature difficult.

Geology: Foreign literature lacking. More references needed on history of geology.

Germanic Languages: Library is inadequate in critical works on German writers, and there is even less material on minor authors. Journals and bibliographical works are weak.

Health and Safety Education: Periodicals before 1950 lacking.

History: Primary sources in American history outside Mormon field lacking. Not enough material on Indian history and world religions.

Linguistics: Classics and basic literature are needed.

Mathematics: "I have given up assigning material outside the text."

Microbiology: Deficiency in works of historical value.

Music: Periodicals in contemporary music are lacking. Assignments for vocal repertoire class have to be restricted. Scores of standard repertory of piano, organ, voice, etc., lacking.

Nursing: Current journals not received.

Physical Education: Books on body mechanics are lacking.

Political Science: "There are large gaps in out-of-print books for the 1930's through 1950's." Historical background material is often unavailable.

Psychology: Several important journals are not received by Library and files of others are incomplete.

Religion: Lack many important books dealing with early American history.

Spanish and Portuguese: Some phases of Latin American literature, especially gaucho literature, are weak. Also, materials on Portuguese language and literature; Brazilian literature; Spanish linguistics; works of contemporary figures; works of major authors; critical reference works; and history of language, teaching, methods, etc.

Speech and Dramatic Arts: Classical treatments of rhetoric unavailable, as are history of speech education in America, children's theatre and creative dramatics, little-known plays, and reference works.

Teacher Education: Material needed on team teaching innovations.

Zoology: Papers relating to classical physiological experiments not available; weaknesses also in journal files and reference works.

3. The third query was: "Are your teaching methods affected in any way by lack of library materials?" A majority of the faculty responded in the

negative. Some indicated that undergraduate teaching was less affected than graduate courses. The chief problem at the undergraduate level, especially, was an insufficient number of copies for large classes. Thus, instructors are forced to cover in lectures what students could otherwise learn through reading. A few faculty members noted that they loan their own books to supplement library resources.

Specific comments of interest are the following:

Botany: "Lack of both periodicals and books often restricts teaching methods."

Chemistry: "I would like to teach advanced biochemistry classes as seminars, but too many reference books and journals are lacking."

English: "I review the research subjects of each student to try to make sure they can be handled within a short period in the Library."

French: "Dictionaries of various periods in France are lacking; we need all the Dictionnaire de l'Academie, for example, to be able to know the state of the language at a given period."

History: "To teach a 400 class properly it is almost mandatory to make it in Mormon history."

Music: "There is a lack of some musical scores and recordings for use in class preparation and demonstration." "I can't make assignments in periodicals we don't have."

Political Science: "I would like to expose my students to more original source materials." "Some adjustments are made, such as staggering due dates on assignments, giving optional assignments, etc."

Psychology: "Some classes in which I might be inclined to use readings rather than a text, but where the class is too large for the single references, I use a less adequate text to avoid the problem."

Spanish and Portuguese: "Liveliness of literature courses hampered by lack of recorded plays, poetry." "I don't cover some areas."

4. The next question was similar in intent: "Are graduate studies in your field restricted or made impossible by lack of suitable library resources?" A frequent response was that graduate work must be restricted by the limitations of library resources, though seldom made impossible. Interlibrary loans compensate for some of the weaknesses in the BYU holdings. Not all departments, of course, offer graduate courses. Following is a summary of typical comments, arranged by divisions:

Accounting: Limited by lack of periodicals.

Animal Science: Also restricted by lack of back files of periodicals.

Archaeology: Materials relating to historical archaeology deficient.

Art: Art history weak and current periodicals lacking.

Botany: Shortage of material relating to history of taxonomy. Important periodicals also lacking.

Business Management: Need periodicals on foreign business and multiple copies of key reference books.

Chemistry: More Russian journals in English translation and back files of other journals needed.

Classical Languages: Scholarly studies in Greek and Latin literature poorly supported.

Communications: History of communications weak.

Economics: A serious lack of statistical data.

Electrical Engineering: More English translations of Russian technical periodicals needed.

English: Proposal for doctorate disapproved because of weaknesses in library resources. Primary materials for seventeenth-nineteenth centuries inadequate.

Geography: Breadth and scope of collection are limited. Graduate students are advised to select thesis topics not requiring extensive library resources or to investigate thoroughly before selecting topics.

Geology: Often hampered by lack of older journals and foreign literature.

Germanic Languages: "A Ph. D. dissertation on a subject in the classical period of German literature would be impossible."

History: "The writing of a Ph. D. dissertation in the area of a particular student's main interests would be impossible in a good percentage of cases." Works in classical archaeology and French and German publications are lacking. Also, "definitely handicapped in medieval history, in secondary as well as primary source materials." For Latin American history, restricted in Mexican and general colonial Latin American history; "impossible in all other areas."

Mathematics: "My most recent master's candidate used only books borrowed from faculty members."

3

Mechanical Engineering: Traffic safety literature limited.

Microbiology: Restricted by lack of older periodicals in microbiology and medicine.

Music: Restricted by lack of collected editions, vocal pedagogy materials, and newer publications on music theory.

Political Science: Lack important current newspapers on microfilm. "Only superficial material available, chiefly English-language sources." "Many areas are too limited to do effective research."

Spanish and Portuguese: "Lack of materials in the Spanish Golden Age drama restricts studies in that area."

Speech and Dramatic Arts: Materials in interpretation and Italian theatre history mentioned as specific lacks.

Teacher Education: "Library lacks *many* useful journals."

Zoology: "Research would be impossible if we relied solely on library materials." Back files of periodicals a serious deficiency.

5. Question number five asked: "Are there plans to develop or to strengthen your department for graduate studies that will require new library resources?" It appears that virtually every department in the University anticipates new or expanded programs at the graduate level, and nearly all will need additional library resources. The following answered the query in the affirmative:

Accounting
Agricultural Economics
Geology
Germanic and Slavic

Agronomy and Horticulture

Animal Science

Anthropology and Archaeology

Art

Botany

Business Education

Business Management

Chemical Engineering

Chemistry

Child Development

Civil Engineering

Classical and Asian Languages

Clothing and Textiles

Communications

Computer Science

Economics

Education

Electrical Engineering

English

French and Italian

Sociology

Spanish and Portuguese

Speech and Dramatic Arts

Health and Safety Education

History

Home Economics Education

Housing and Home Management

Industrial Education

Library and Information Sciences

Linguistics

Mathematics

Mechanical Engineering

Microbiology

Music

Philosophy

Physical Education

Physical Science

Physics

Political Science

Psychology

Recreation

Religion

Statistics

Teacher Education

Zoology

The library implications of these numerous advanced programs in the humanities, social sciences, pure and applied sciences are obvious. The departments' plans for enriching their course offerings, graduate degrees, and research activities will require strong library support to make them fully effective.

6. The sixth question was of similar import: "Are there plans for new courses in your department that may require stronger library resources?" Numerous new, revised, and strengthened courses have actually been inaugurated, have been proposed for approval, or are in the planning stage. Specific examples are the following:

Agricultural Economics: Natural resources economics.

Animal Science: Food science and technology or industry.

Anthropology and Archaeology: Historical archaeology and archaeology of Utah.

Art: Art history; Oriental art, interior design, industrial design, and commercial art.

Botany: Range management.

Business Management: International business.

Classical Languages: Early and medieval literature.

English: Folklore, western literature, English as a second language, linguistics, Scandinavian literature, comparative literature.

Geography: Geographical methodology and historical geography.

History: American intellectual history.

Home Economics Education: Wage orientation and vocational education.

Housing and Home Management: Textile design.

Industrial Technology: Welding technology.

Physical Education (Women): Gymnastics.

Political Science: French and German politics, international relations.

Recreation Education: Community school--administration and leadership.

Sociology: Sociology of recreation, social work, complex organizations.

Spanish and Portuguese: Language teaching.

Teacher Education: Reading readiness, ISTEP (Individualized Secondary Teacher Education Program).

Zoology: Ecology, natural history, protozoology, molecular biology, insect physiology, genetics, and medical aspects of zoology.

7. There was a general disclaimer in replying to the next query: "Are courses introduced into the curriculum without proper support of library materials?" Most departments, however, pleaded guilty, even to the extent of setting up Ph. D. programs without sufficient library resources. Enlightening comments included the following:

Animal Science: "A correlation is desirable, but there may be a lag of library materials at times."

Civil Engineering. "Interlibrary loan facilities are frequently used."

Engineering Technology: "Generally, our courses are not using the Library to the extent that library materials affect us that much."

English: "The answer is not to put off the folk-lore course but to strengthen the Library rapidly."

French and Italian: "Our Ph. D. program was introduced without adequate library facilities. For growth, however, which should come first? We hope for progress."

Geography: "I think almost every course we have introduced has had to be on this basis initially."

Germanic and Slavic: "On the graduate level most of our courses feel the lack of some library materials." A specific example is a seminar in Renaissance and Reformation German literature, "a period for which the Library has done very little in terms of both primary and secondary literature holdings." "It is often assumed that the budget will be increased to support new programs; the new programs are approved, but the library budget remains the same."

History: "Having the course is one way to argue for the books."

Physics: "We generally do not worry about library materials when introducing new courses."

Political Science: "The courses were needed and have led to strengthening library resources."

Psychology: "We can't wait for the library materials."

Sociology: "There is little attempt to correlate new courses with adequacy of library materials."

Spanish and Portuguese: "Sometimes, if we waited for books we would never get the course off the ground."

Speech and Dramatic Arts: "Yes, but generally with the understanding that this will be corrected immediately."

Teacher Education: "Consideration often not given to library resources." "How else can you make progress? With the current philosophy of 1. get the students, 2. get the program, and 3. the facility, what choice do we have?"

Zoology: "Some of the basic classes have been taught for years without supporting library materials. New classes are handicapped in the same way."

8-9. Queries eight and nine may be logically combined. "Are you engaged in any research which is hampered by lack of library resources?" and "Have you had to give up contemplated research projects because of lack of library materials?" Few reported that they had actually been forced to abandon research undertakings because of inadequate library resources, though a number mentioned delays and slow progress for this reason. There is wide resort to interlibrary loans, microform copies are acquired in lieu of the originals, travel expenses are paid occasionally to visit other libraries, and faculty members develop their own personal libraries of books not held by the University Library. Others indicated that time is lacking for research because of heavy teaching schedules. Specific areas or projects in which research had been handicapped were listed as follows:

Savings and loan associations (Accounting)

Natural resource economics (Agricultural Economics)

Food science (Animal Science)

Environmental design and mental health (Art-Interior Design)

Specialized dictionaries (Classical and Asian Languages)

International communication (Communications)

Relationship of film and literature (English)

European theatre and William Blake (English)

Dutch-English relations (English)

Contemporary British fiction and criticism (English)

Émile Zola (French and Italian)

Land, probate, and vital records for certain states (Genealogy)

Union Pacific Railroad (Geography)

Urbanism in Ireland (Geography)

Government documents from surrounding states and federal government, 1877-1920 (History)

German-Jewish relationships and German intellectual history (History)

Indian nationalist figure, Subhas Chandra Bose (Asian Studies)

Polynesian languages (Linguistics)

Slavic linguistics (Linguistics)

Political campaign literature (Political Science)

Canadian government (Political Science)

Caribbean area (Sociology)

Medical sociology (Sociology)

Peruvian writers (Spanish)

Foreign language teaching methodology (Spanish and Portuguese)

Italian Renaissance theatre (Dramatic Arts)

Religious backgrounds of modern playwrights (Speech and Dramatic Arts)

Team teaching (Teacher Education)

Venezuela (Zoology and Entomology)

10. Closely related is the tenth question: "What libraries do you use regularly or occasionally other than the BYU Library?" Proximity is evidently the major factor here. By far the largest number responding, 142, use the general University of Utah Library at Salt Lake City, regularly or occasionally. In addition, nine drew upon the Medical Library and three on the Law Library of the same institution. Other libraries in Utah which received substantial use were the following: Genealogical Society (8), Church Historian's Library (15), Utah State Historical Society Library (6), Utah State University Library (17), Salt Lake Public Library (12), Provo Public Library (22), Utah State Library, Salt Lake County Health Department Library, and the LDS Hospital Library.

The leading academic and research libraries in California are also favored: Berkeley (15), Stanford (14), UCLA (6), Huntington (4), Southern California (4), California Institute of Technology (3). In the East, there were named the Library of Congress (14), Harvard (8), New York Public Library (4), National Archives (3), and several other academic, governmental, and research libraries. In the Midwest, a number of large state university libraries attracted the visiting scholars: Illinois, Indiana, Iowa, Michigan, Purdue, and Wisconsin, as well as such specialized research libraries as

John Crerar and Newberry. Research was also carried on in a number of foreign countries--Canada, England, Japan, Mexico, Sweden, etc. Altogether, more than 50 institutions were listed as sources for direct visits, in addition to various other drawn upon for interlibrary loans.

It is obvious that scholars are prepared to go wherever the books are, regardless of location, though tending to prefer those near home if they posses the materials wanted.

11. The final query gave faculty members an opportunity to express ideas on any other library matters with which they might be concerned: "Do you have specific recommendations for the improvement of the BYU Library?" As anticipated, the replies brought out a variety of comment and many valuable suggestions. The criticisms and recommendations may be grouped as follows:

a. Collection Development. There was general recognition of the fact that book funds would have to be increased substantially if the Library were to be able to meet the extensive faculty demands for more books, periodicals, documents, and other materials. In the case of a new program, as stated by one faculty member, "a specific budgetary allocation to the Library for that purpose ought to be understood automatically by the administration and board of trustees."

Virtually every department expressed a need for enrichment of library resources for its field. The most common recommendation was for back files of periodicals. Often the current subscriptions are reasonably satisfactory, but the holdings are lacking in depth, perhaps going back for no more than a few years.

There was widespread criticism of delays in the placement and receipt of book orders. A representative point of view is this statement: "There should be more attention given to orders placed. Once an order is received by the Library, it should place the order and advise the department if and when the books arrive." Another faculty member commented: "We are severly handicapped because our book orders often sit for months (or years in some cases) before they are processed. Sometimes this may be due to lack of funds or inadequate help."

Several faculty members suggested more standing order to speed up the receipt of new books. A member of the Spanish and Portuguese faculty remarked, "I would like to see us buy all new publications of certain foreign book publishers as a matter of course." A member of the French Department proposed joining the Farmington Plan, to insure the automatic receipt of current works of French literature.

Of many specific recommendations for strengthening library collections, the following are a good cross section: "For 19th century British literature, a desperate and immediate need is files of contemporary periodicals." "The holdings in modern poetry need to be strengthened by acquiring complete and collected editions." "The Asian language materials in Japanese and Chinese history should be expanded extensively." "Increase holdings of journals in areas of fluid mechanics, rheology, applied mechanics, and engineering, especially foreign titles." "There is a great need to increase the number of periodicals in the medical field." "The acoustics of speech and music is interdisciplinary in nature and requires research reports from medical and engineering sources as well as physics." "Buy all the Government Printing Office publications on contemporary politics, economics, social, cultural, and intellectual history; acquire all Congressional hearings, reports of Presidential commissions, and copies of Presidential personal papers; and works on U.S. history by major scholars listed in professional journals." "Obtain miscellaneous materials on agriculture from state agricultural experiment stations, extension services, and various Forest Service and range experiment stations." "Add state library periodicals and foreign books and periodicals in the field of library science."

The most frequent complaint was about delays in binding, particularly in the case of new periodicals. Among suggestions for improving the situation were these: "Don't send material to the bindery without a commitment on how long it will be gone." "Duplicate subscriptions if possible." "Do your own binding." "Don't send material to the bindery until it has been here for two years." (Another faculty member, however, advocated sending journals to the bindery as soon as the last issues are received to avoid losses).

b. Public Services. A number of suggestions for improving the Library's services to faculty and students were offered.

Aside from overcrowding, problems of physical comfort were often mentioned. The Library is usually overheated, according to some commentators, and an engineer remarked that "the airconditioning industry is capable of producing a better environment than frequently found." Another remarked that "the climate and noise level are often unbearable." Similarly, "The circulation desk noice disrupts any serious use of the Library; the Library must become a place of study, not a place for chit-chat and classroom activity;" "It is impossible to concentrate for any length of time in a place as humid, warm, lacking in air-circulation, etc., as our Library;" "The only floors which resemble a library in discipline and talk level are the bottom and top floors."

There were several advocates of longer hours of opening, e.g., open earlier and stay open later on Saturdays, and on other days remain open until 11 p.m. or midnight.

Tighter controls to prevent the theft and mutilation of library materials were advocated by a number of faculty members, but at the same time objections were expressed to the checkout system, chiefly because of its slowness, though partly because of its lack of trust in the honesty of faculty and students.

Contradictory points of view were expressed concerning the reserve book system; e.g., "I liked the old reserve library system better than what we have now. A student at present can manage to keep a book tied up for prolonged periods of time by mis-shelving the book or by several other means." On the other hand, a second faculty member remarked, "A great improvement was made with the expansion of the reserve library so as to make it usable by students." All agreed, however, that more space is needed for the reserve book activities. One radical proposal offered was to "make a list of books perennially used in large numbers, order many copies, and give up the reserve reading facilities. The cost of reserving books would pay for many additional copies."

Prompt re-shelving of books after their return was urged. For example, "Get books off sorting shelves and back in the stacks for circulation more quickly. Pile-ups sometimes stay for days. More student help or better help is needed."

The need for new library space was brought out by various faculty members, e.g., "Build another building which students can use for study purposes to ease the library load or schedule study areas in other buildings on campus." "Provide many more faculty study facilities." "We need 150-200 studies for faculty and at least 100 such studies for graduate students, also, a separate reading room for graduate students." Recommended, too, was "a fuller utilization of the faculty study rooms through more flexible scheduling. Two can work in a room at once without interference." In the same direction, "Expand study facilities so that casual undergraduate study can be separated from areas of serious research."

The arrangement of books on the shelves presents a problem in some instances, e.g., "My major frustration in using the Library arises because of the infuriatingly unfathomable system of shelving books. Is there any good reason, for example, why poetry by T.S. Eliot, plays by T.S. Eliot, criticism by T.S. Eliot, and criticism about T.S. Eliot should be scattered the length and breadth of the land?" Another instructor suggested that it would be desirable to "put more out-dated books either in the historical or a special section of the Library.

Other services proposed for the Library to perform included the following: (1) Permit faculty members to borrow journals for two or three days; (2) open shelf list to the faculty and students; (3) permit each major department to have a card file on books in its area; (4) have catalog card files on each floor of Library; (5) tighten faculty loan periods; (6) Xerox and circulate to departments concerned the tables of contents of new periodicals; (7) stop censorship of controversial books.

c. *Staff.* Many faculty members commended the Library staff for its able services and important contributions to the educational program of the University. Additions to the staff and in some instances better trained staff were proposed by several commentators, e.g., more staff members who can read foreign languages; "Require a course in basic linguistics and pronunciation of titles of works in the major languages of Europe at least;" employ a humanities librarian skilled in library science, language and literature, an order librarian for the Asian area, a Mormon historian, a map librarian, a music librarian, and subject experts in various fields.

d. *Departmental Libraries.* The demand for creating departmental libraries was limited, but stated from time to time. Examples are: (1) "Most of current chemistry collection should be housed in ESC. This is especially true for periodicals, including *Chemical Abstracts.* Present housing is un-desirable--we need major holdings in strong departmental libraries, *closer at hand.*" (2) "U.C. Berkeley has large satellite libraries, located in each department or college concerned. This might be considered seriously with respect to periodical type material, which is often quite specialized." (3) "Small departmental libraries are needed, especially in science departments." (4) "The BYU Library would do well to think of a music library, not a new building, but a location within the present structure where all music materials would be assembled and administered."

e. *Automation.* An engineer proposed "the utilization of computers more in the entire operation. The Library should be viewed as a sophisticated information storage and retrieval system." A physical scientist suggested "more funds for development of computerized or mechanized procedures," and several other faculty members thought automation would solve some of the problems of slow circulation processes.

f. *Education of Faculty.* Several professors implied modestly that perhaps they also were still in the learning stage, as shown by these remarks: "Improve the faculty so they know what is available!" "The greatest improvement would come through greater faculty use of the Library to find out first hand what materials are there for their benefit. I'll wager that not one in ten of the faculty spends a full hour per week in the Library." "Include with University Bulletins suggested readings and brief notes which would help faculty keep in touch with library and information technology developments, plus the services available at our own Library."

g. Library Cooperation. One faculty member, a zoologist, proposed closer relations with the University of Utah and Utah State University libraries. The essence of the plan would be to exchange card catalogs, in order to share each other's resources more efficiently. Such a scheme is not new, e.g., Duke University and the University of North Carolina exchanged catalogs (author cards only) in the early nineteen thirties and have maintained them to date, to their mutual benefit.

Summary

The recommendations offered by the large number of faculty members who participated in the opinion survey are highly useful. The mature, thoughtful views, often based on experience in a number of libraries, expressed by faculty members can be invaluable to the BYU Library in establishing stronger and more effective services.

If one were to attempt to draw a profile of a typical BYU faculty member and his attitude toward library service, it would have certain definite features:

1. The often expressed need for stronger research collections, including especially journal files, government documents, and foreign publications.

2. Library staff specialists should be appointed for collection development and for reference and research assistance.

3. Technical processes--acquisitions, cataloging, and binding--should be speeded up, and more standing orders placed.

4. More duplicate copies of books in frequent demand should be obtained and lost books promptly replaced.

5. Better provision should be made for faculty and graduate students, perhaps with separate facilities for undergraduates.

6. Institute tighter controls to eliminate book thefts and book mutiliation.

7. Automated procedures ought to be introduced as rapidly as possible.

11. STUDENT USE OF LIBRARY

The previous chapter summarized some faculty opinions on various aspects of the BYU Library's operations. As a complementary study, a special questionnaire was designed on students' use of the Library, with an opportunity also for them to express their views on the Library and its services. Copies of the form were distributed to all students entering the Library on a selected day (assumed to be a representative day) during the fall term. There were 4,985 returns by library users, distributed as follows:

827 Freshmen	(456 men (371 women
1,118 Sophomores	(607 men (511 women
1,327 Juniors	(675 men (652 women
1,322 Seniors	(778 men (544 women
391 Graduate students	(296 men (95 women

By sex, for whatever significance that factor may have, there were 2,812 men and 2,173 women. Their purposes in visiting the Library were reported as follows:

127 to return books

272 to check out books

4,146 to study from own books and notes

978 to consult reference books

28 to consult librarians

365 to use card catalog or other bibliographical tools

345 to listen to recordings

800 to find materials for class assignments

437 to locate materials for research

83 for general recreational reading

92 to locate materials for other purposes

Of the total number of users, 4,536 reported that they had accomplished all or some of the missions for which they came to the Library; 302 did not. Concerning the quality of service received, of those who rate it, 2,376 found it good, 310 fair, and only 26 poor. Materials needed were in various locations:

691 Reserve Room

104 Reading Room

898 Stacks

427 Other locations

Also of interest is the nature of the materials used, by number of users:

1,478 books

521 periodicals

93 government publications

155 newspapers

399 other materials

A high proportion of the students came to the Library for multiple purposes, e.g., to return books, check out books, and to consult reference books. By classes, the following numbers reported that they had more than one aim in coming to the Library:

220 Freshmen	(120 men
	(100 women
289 Sophomores	(141 men
	(148 women
404 Juniors	(174 men
	(220 women
509 Seniors	(272 men
	(237 women
224 Graduate students	(174 men
	(50 women

A surprising, and perhaps disturbing, fact is that by far the greater number of the students came to the Library to study from their own books and notes. In part, the explanation is unsatisfactory study conditions elsewhere on campus or at home. Separate study halls and dormitory lounges evidently are not the answer. It is obvious on the basis of experience at Brigham Young and on other university campuses that students prefer the library atmosphere in which to work. Nor should they be discouraged from coming to the Library, even though they may not be using library materials; the exposure to books is healthy and often results in the students becoming active library users. Moreover, as has already been shown, students frequently came to the Library for a variety of reasons, of which the use of their own books is only one.

Aside from specific queries, responses to which have been summarized above, the students were invited to offer any comments they wished to make regarding the facilities and services of the Library. A total of about 1,200 took advantage of the opportunity and their replies covered a wide spectrum of subjects. So diverse were the opinions expressed that one might wonder at times whether they were commenting on the same library. Following is an attempt to classify and to categorize the comments, criticisms, and recommendations received.

Hours Open

By far the most frequent recommendation received from the students was for an extension of the Library's schedule of hours open. Usually, the suggestions were to remain open until 11 p.m. during the week--a request met in part since the questionnaires were returned by the administrative decision to extend the closing time from 10 p.m. to 11 p.m. from Monday through Thursday, starting January 6, 1969. A number of variations, however, in the student proposals may be noted:

Remain open until midnight

Open Saturday morning at 8 a.m.

Open Saturday evenings

Remain open Fridays until 11 p.m.

Open at 7 a.m. on Saturdays

Open Library on weekdays at 6 a.m.

Open Sunday afternoons for genealogical research

Open on Sundays

Remain open until 11 every night

Over and over again, students cited poor study conditions prevailing in their living quarters--interference by television, radio, talkative roommates, etc.--in their pleas for keeping the Library open for study purposes. Several suggested that full service is unnecessary, and the circulation desk, reserve library, and other special areas could be closed during the late hours. Others recommended that if extended hours were impracticable during the regular term, they be lengthened during the final examination periods. It was pointed out, too, that longer hours would help to relieve the present problem of congestion in the Library.

One aspect of the situation is that students who live in dormitories are required to be in at an early hours, and would therefore be unable to take advantage of a more liberal library schedule. An equitable solution to that problem would seem to be a coordination of library and dormitory closing hours.

Physical Conditions

The physical conditions under which students have to use the Library gave rise to numerous comments. Most common were complaints about noise and temperature.

Typical statements about the noise situation are these: "The Library is too noisy on any level to make concentration and individual study effective. This place sounds like a beehive more often than not, and seems to be the central campus gathering place for chats and not study." "I feel upon occasion that the

BYU library is the greatest social melting pot on campus." "It is without a doubt the noisiest library I have ever been in. I couldn't believe my ears at first. I am a transfer student and every college library I have ever been in, I felt like I should take my shoes off--here at BYU, I wouldn't be surprised to look up and see a football team practicing in the lobby." The principal sources of the din, as mentioned by various students, are these:

Boys and girls talking

People walking around

Chairs scraping the floor

Announcements on the intercom system

Classes held in the Library, both while in progress and during class changes

Members of the Library staff talking to each other

People eating (candy, etc.). "Why don't you open a snack bar and make some money while the parties are going on at night?"

Earphones not placed on heads in listening library

Typing going on near study areas

Janitorial work going on when Library is open

"Noisy Southern California freshmen"

Entrance and exit to Reserve Library

Among the solutions suggested were the following:

Carpet the entire library to reduce the noise volume, or if that is not feasible carpet the main aisles. (An unfavorable comparison is made with the new University of Utah Library, carpeted throughout.)

Monitors on every floor to keep study areas quiet. "The library ought to have bouncers to throw out people who come in for chit-chat."

Place signs on every floor, reading "Silence" or "Quiet" or "Shhhh," or "Cut the Chatter."

Divide Library into study areas where no conversation would be permitted and other areas where conferences or socializing would be allowed.

Use intercom only for emergency announcements and for closing signal, perhaps five or ten minutes in advance.

Separate record listening library from study areas with sound-proof wall.

Discourage lovers: "Students should be urged to refrain from sickening displays of love and affection in the study areas." "Those who 'make out' in the library should be asked to leave." "It is disconcerting to be surrounded by couples more interested in anatomy and biology (practical) than in books."

Complaints about temperature and humidity were almost as numerous as those concerned with noise. A considerable majority find the Library too hot and humid. A cross-section of the remarks reads as follows: "It is often hard to remain alert in the warm humid atmosphere." "Change the foul smelling air in the building." "The library smells like a locker room at the gym." "More fresh air--good ventilation in the library is a necessity." "Generally the Library reminds me of a Finnish sauna." "The Library is stuffy and stagnant." "More often than not, the thought of breathing stuffy, humid air for 6 hours a day reverses my decision to study in the library." "The smell reminds me of the San Francisco Aquarium every time I walk in the door." "The climate is only good for those raised in the tropics." "It's almost as bad as Miami Beach." "I can't even get into the library and sit down before I get sleepy." "Beelzebub must be the furnace operator." "Books will keep better in a dry climate--example, the Dead Sea Scrolls." "Is new air ever circulated into the circulation system?" "Whoever designed the heating-air conditioning-ventilation of this library ought to be shot. It's continually stale, warm, and humid and puts you to sleep."

On the other hand, a minority likes it hot, as judged by such comments as these: "It's COLD! I have to keep my coat on while studying and sometimes it's very uncomfortable." "I think it's freezing cold in here." "It's too cold!" "I'm freezing in here." "It gets awfully cold when one studies for an hour or more." "I find the library much too cold behind the stacks at the carrels where I study."

One possible explanation for these diametrically opposite viewpoints was offered by a student who wrote: "Temperature varies on different levels and in certain areas of each level--usually too cold or too hot and musty." Another suggested, "They should regulate the heat better. Sometimes it's too hot, sometimes too cold." And a third commented, "I find studying on the lowest floor (science) easiest because the temperature is perfect. The upper floors are too warm." Apparently the season of the year is also a factor, as one student wrote, "Library too warm in summer and too cold in winter."

An analysis of the situation from an engineering point of view was offered by another student, who surmised that the present air-conditioning system is overloaded and was not designed for the present load, and suggested several possible solutions: repair the existing system, "beef up" the present system, install a new system, or control the traffic to avoid overworking the system.

The matter of lighting as it affects study conditions was mentioned occasionally. A typical opinion: "It's much too dark to study without going slightly blind, especially along the walls in carrels not directly under a light group or along dividers. Reference areas and tables near walls or bookcases are also depressingly dark." In part this may be a question of maintenance, as one student pointed out that "about half the lights in the area where I am now working have one tube not operating."

An even more serious problem is overcrowding, repeatedly stressed in the student comments. An extreme example: "This place is so crowded, one has to reserve a place on the stairs to the west end." Other views include the following: "There is a great need for expansion, a new addition or wing, to relieve the crowded situation." "Library should expand to supply additional study space." "It is difficult to find a place to sit." "Just too many people." "At night and sometimes during the day it is almost impossible to find a chair." Strong preferences were expressed for individual study spaces and a number of students urged the provision of more carrels or similar facilities. The present inadequate supply of carrels could be made more useful, it was suggested, if the pernicious practice could be stopped "of students who leave their books in them to save them." More seats could be made available, too, it was remarked, if additional coat hangers could be provided to avoid the use of chairs for outside wraps. A specific area in which excessive crowding occurs was reported to be the reserve library. Another suggestion for relieving the pressure for library space is to set up study halls around the campus in classrooms now locked at night, "so that people who want to do library research don't have to endure noisy socialites."

A junior remarked, "I would much rather see a new addition to the library than have a new field house. While a new field house is great, it won't affect my future. My future in Marine Biology depends on what I learn in classes and especially what I glean out of the library about current contributions in the field of science."

Somewhat related to physical conditions in the Library and student comfort is the matter of dress. It appears to be a source of some bitterness among the girls that they are not permitted to wear slacks. A few characteristic comments: "I am sure if President Wilkinson and other members of our administration had to wear a girdle and nylons 16 hours every day they would soon start complaining if they had to study in them. They are extremely uncomfortable when studying. I think nice slacks (not form fitting or grubby jeans) could be allowed in the library at night." "Pants are much more modest than mini-skirts (as you may agree after taking a glance at several nylon-tops and girdles visible in the reading areas), and they are far more comfortable." "I'd like to be able to wear slacks in the library. The 20 minute walk from my apartment is very unpleasant when it's 8 or 10 o'clock at night and 20 below. A lot of other girls share my feelings." "It's easier to study if you are comfortable." There is some question, however, about how strictly the rule is enforced. One student noted, "I've seen 5 girls wearing pants in the past few minutes." A senior (male) expressed concern about "the obvious distraction to men that occurs from short or tight clothing and/or visible underwear."

Library Services

The subject of library services has various aspects. Those which seem most often on the minds of the students are summarized here:

1. Additional Catalogs. A number of suggestions were received for a separate card catalog on each floor of the Library, for books on that floor only: "This would save a lot of walking, time and frustration."

2. Location of Books. Related is the matter of location, e.g., "It is often confusing to have some of the books on one floor and a portion on another

floor. My reference is to accounting books and journals, some of which are on the first floor and others in the reference library. Books on speech are located on three different floors."

3. Reshelving Books. Frequent criticisms were offered concerning delays in reshelving library materials. A week or more may pass, several students asserted, before a returned book is back in its proper place on the shelf. Among the comments and recommendations made were these: "Books are often left on tables rather than returned to red shelves. They often remain on the red shelves or on sorting shelves for days. This can defeat research projects." "I wish there were a way for the students to reshelve their own books after they have used them." "Reference books could be more easily found if the student placed them back on the shelves where they belong when he is through with them, instead of on the red shelves." "In the reserve library, students should be able to replace the books themselves, because many books go unused on the red shelves." "To make sure books are where they are supposed to be--have some people hired to scan shelves daily. I'm sure there are hundreds of books lost in this library due to misshelving by students."

4. Check-out System. Many students feel that the present turnstile arrangement is not in accord with the honor system, which is supposed to prevail on the BYU campus. A sampling of opinions follows: "I don't like the 'Honor System' enforced at the exit doors." "I resent being treated like a potential crook." "The exit control creates a major bottleneck during every class change." "I could steal an atlas from the library and those guards

couldn't catch me." "The gentlemen checking books at the exits could be a bit more courteous."

Assuming that the system would be continued, several ideas for improvement were offered: "Two lines for checking out during class breaks when traffic is heavy." "Wouldn't it be more efficient to get a machine for checking out books. The detailed forms we now fill out for each separate book are really time consuming." "Suggest student master card, similar to conventional credit card, quickly processed in machine--eliminates slow and deliberate and erroneous process now employed."

5. Periodicals. Considerable unhappiness was expressed with the administration of periodicals. For example, "The periodical section is so disorganized it is nearly impossible to use. They are spread all over the library rather than being grouped together and arranged in alphabetical order. Many of the volumes, especially 1967-68, are missing." "I think the periodicals should all be on one floor." "The length of time that last year's journals are at the bindery is much too long." "Everytime I go to the first floor to find magazines, they are always gone to be bound." "Could there not be easier access to current magazines." "It seems that all the articles I need are either ripped out or badly mutilated." "Numerous articles are cut out of periodicals." "Appreciate the IBM lists for indication of what is available, from what is available, from what years, and on which level found."

6. Copying Service. For the most part, the students approved the Xerox and other copying services provided by the Library. One student asked

for "cheap copying service for material that can't be checked out of the library, i. e., periodicals and reports of Supreme Court cases," and another wanted "bulk rates for material to be Xeroxed." A need was expressed for more microfilm readers.

7. Typewriters. Rental typewriters provided by the Library have mechanical problems, e. g., "Of approximately 16 pay typewriters on the 2nd, 3rd and 4th floors, why do only 4 work?" "Three of the four rental typewriters were out of order when I was there this week." "Typewriters need attention: cleaning, adjustment, and repair." "Typewriter ribbons should be checked more frequently; they are often very used."

8. Interlibrary Loans. The chief point stressed concerning interlibrary loans was speed: "Interlibrary loans and Xerox copies of journal articles from other libraries often take over six weeks."

9. Listening Library. The staff of the listening library was commended for efficiency and courtesy; nevertheless, students consider the service too slow because the division is understaffed. Also, "The equipment for recordings is not adequate for the number of students who want to use it." More popular music recordings were requested by several students.

10. Circulation Policies. Liberalization of circulation regulations were advocated by various respondents, e. g., fewer restrictions on use of rare books; circulation of periodicals and specialized newspapers; longer loan periods for books; permission to borrow reference books overnight; extension of return time for reserve books from 8 a. m. to 9 or 10 a. m.; authorization

to take reserve books to any part of Library and to use own books and notes in reserve area; duplication of reserve books in non-reserve divisions of Library; inclusion of copies of all current textbooks in reserve library; and making a rule allowing a book to be held in a carrel overnight.

11. *Fines.* General enthusiasm was expressed by the students about the Library administration's decision to dispense with fines and to rely upon the honor system for the return of books. The cooperation of the great majority of students was predicted. As one student reacted, "Before, I used to figure that if I needed a book longer than I was allowed to keep it, it would be worthwhile to pay the fine and keep the book longer. Now, if I am trusted to return the books when they're due, it seems to me like an obligation."

12. *Special Facilities.* A variety of special facilities would make life easier and simpler, in the view of some students. Among those mentioned were: (a) a room to eat lunch; "We brown-baggers get tired of the stair wells;" (b) snack bar and vending machines, the latter for milk chewing gum, etc.; (c) lockers to rent for storage of books and other belongings; (d) clocks on the end walls of every floor; (e) elevator service to save long climbs up stairs, such as from the first to the fifth floors; (f) generous provision of small dictionaries which could be used at individual study spaces.

Teaching Use of Library

One of the most frequently expressed needs stated by students was for some program of formal or informal instruction in how to make effective use of the Library. This is felt most urgently, perhaps, among freshman, as is evidenced by the following statements: "I don't even know how to check out a book here; maybe an explanatory note could be posted." "I can't find any books according to the numbers given in the catalog." "Actually, I don't have any idea at all of how to use most of this library, so I only come here to study materials I already have. Orientation should have had a time for learning to use the library, because it is really confusing and frightening to us new students." "I am a transfer student and as yet still don't know how to locate any of the material I need." "Remember many freshmen have never used this library before nor one as large as this." "I do not know for sure where to find current periodicals." "I find the library confusing and restrictive. If I could be brave enough to experiment a bit and locate things and just generally find my way around, I know I'd enjoy coming here much more."

The need to know is by no means limited to beginning students. A senior wrote, "I wish I had a more thorough knowledge of all the facilities available. As a senior, I am still finding new helps every day." Another senior added, "I am taking a class in genealogy and I am thoroughly confused as to just about everything. I wish somehow some instructions could be given right in the microfilm room or thereabout concerning how to use the materials available."

Constructive suggestions to remedy the situation were offered by a number of students, e.g., "Have a map to show where things are located; also instructions on library procedures." "I think new students should receive a general information course on how to use the Library and on what can be found in it. I am still learning new things about the Library--mostly new ways of locating information." "I would love to take a trip through the Library just to become more familiar with the general location of everything." "I have been on two directed tours of the Curriculum Library which have proved invaluable." "It would be wonderful to have a complete listing of services available in the Library--what is where." "On each floor there should be a directory showing what facilities are available on that floor." "An information desk, located in the main floor lobby, is needed to help all students in using the facilities better." "A guide to the Library should be supplied to students at registration." "Even though I have a copy of A Guide to the B.Y.U. Library, I find it to be very inadequate."

Library Resources

Various commentators reviewed the quality, quantity, age, and other features of the Library's collections. Some statements were in general terms: "Library is inadequate with respect to being a research-oriented library." "The library is not large enough for more than 20,000 students; the book collections keep growing but not fast enough." "Good for very general coverage; very little depth in my field of interest."

A pressing need is for duplicate copies of books and journals, according to many students: "The library should have at least 20 copies of each book on professors' reading lists; in most cases, there is only one." "More copies of each book are needed; each student must compete with 40 or 50 others for one or two copies on reserve." "Eight trips to the library were required before I was able to find a book on reserve." "Library needs more copies of frequently used books." "The library ought to keep on hand periodicals unbound while the same journals are being bound." "When there is one book for two classes it becomes a task to complete assignments." "Many professional journals are wearing out from heavy use; it would help to have several photocopies made of assignments in these journals and placed on reserve."

Up to dateness was stressed in several returns: "Age somewhat a problem in entire collection." "Current magazines in the Reserve Library are next to impossible to find." "I have difficulty in locating current publications and recent information in a given subject." The matter of recency was judged to be a particularly acute problem in the pure and applied sciences, e.g., medicine, which one student described as useful only as a historical collection.

Students in scientific fields generally were inclined to be critical of the Library's holdings. One characterized them as "definitely inferior to those of neighboring institutions." Specific areas in which shortages were noted included astronomy, mathematics, biological sciences, zoology, ichthyology, mammalogy, chemistry, psychology, and mechanical engineering. One individual asked, "Why is there in our stacks a preponderance of books written by scientists backing the biblical or fundamental theories on creation and relatively few books giving current scientific theories on these subjects?" Among the important journals lacking in the collection, it was reported, are these:

American Journal of Psychotherapy

British Medical Journal

Biochemical Pharmacology

Journal of Neurochemistry

Psychiatric Quarterly

Other fields in which deficiencies in holdings were noted were law ("ridiculously incomplete"), geography, political science, economics, public finance ("collection starts in 1964"), public administration, social work, camping, education ("outdated books"), English (general, critical analyses of T. S. Eliot's poetry needed). For area studies, extensive development was recommended of materials for Latin America, Asia, and the Soviet Union. Specific titles suggested for acquisition were:

Great Books of the Western World (complete set in reference area)

Encyclopedia of Philosophy (complete set on 4th floor)

Encyclopedia of Social Work

Complete set of Tabernacle Choir recordings

A selection of jazz records

Among types of books, more bibliographies (especially in history, general dictionaries, and additional copies of church histories and commentaries were requested.

Newspapers are another type of publication for which there was a felt need, e.g.:

Manchester Guardian (air-mail edition)

New York Times (daily)

Financial Post (Canadian)

Los Angeles Times (2 copies)

Such underground newspapers as Barb, Free Press, Village Voice and Peoples World

General comments: Keep the newspapers up to date and make them available more promptly, especially Wall Street Journal, Toronto Daily Star, and Los Angeles Times.

Library Staff

Commendation for the helpfulness, courtesy, and general attitude of the Library staff was frequently expressed by the students. Instances were mentioned, however, of discourtesy, indifference, unavailability, and lack of expert knowledge among staff members--most often, it appears, on the part of fellow students employed as library assistants. The attendants at the exit control were the targets for a number of criticisms. Here is a sampling of such comments: "It took me about 3 hours to locate one book because I could find no one to help me." "Where are the librarians when you need one?" "I appreciate the friendliness and help I receive from the attendants when I can find one." "In general I have found the Circulation Desk employees more interested in each other than the people wishing to check out books." "I am new here and have trouble finding materials; maybe a pleasant answer from people at desks would encourage rather than discourage questions." "I have found the attitude of many library assistants quite rude, especially in the magazine section." "The only thing I would like to see improved is the courtesy of some of the people at the control desk." "The service other than in the Reserve Library has always been satisfactory." "The quality of service is good most of the time but sometimes people don't really try to help like they should." "If the staff of the library would help to locate things or at least direct you towards the general area much time would be saved." "Circulation Desk service is slow at times; workers uninformed on some subjects." "I've noticed when you ask one of the assistants to help you they seem to pass the buck and give the responsibility to someone else and not take it upon themselves." "Better informed librarians are needed in the reference section on the main level."

Far more numerous were such remarks as the following: "The willingness of the library staff to give assistance should be commended." "I have found the library service consistently excellent." "My compliments to the library staff and to the University Administration for this outstanding contribution to our academic life." "People in the Library as workers are the finest people on campus." "I appreciate the completeness of the library and the willing assistance I receive when I ask for help." "All personnel I feel are very cordial and willing to help." "I find the Science Library staff on the second level particularly helpful." "The service and facilities are great." "Cool place man!" "Keep it up Baby!" "Because of the efficient help of the library workers, it's been easy to find what I need." "This is a groovy building; I like how things are run and the facilities that are available."

"Service is generally great and personnel reflects good training and willingness to serve." "All library assistants that I've encountered are helpful, friendly, patient, and well informed; pretty, too." "Comments: Marvy." "The general attitude of persons working in this building is good and most helpful to students under pressure." "All contacts with library personnel have been excellent and the library facilities have always proved adequate for my purposes." "I feel that the BYU Library services and facilities are excellent. I have used them several times for research and I have been able to find what I wanted quickly and easily."

General Comments

The place of the University Library in the lives of many BYU students is illustrated by such comments as the following: "Enjoy studying here very much." "Excellent study atmosphere in comparison to home; the only place where I can get away to study." "I use the Library as a regular study refuge from my apartment." "I have an hour or more break between my classes, so I come to the Library quite often; it's the best place to study." "I think the facilities are outstanding and I enjoy coming here because of the atmosphere being so conducive to studying." "I spend most of my free time here." " I live in the library." "I enjoy the atmosphere." "The library is the one place I am certain to be able to study; apartment living does not lend itself to homework; I spend more time in the library than in any other building on campus (including my house)." "I find the atmosphere very conducive to study and would be flunking a majority of my classes if the library services were not available." "A far better atmosphere for studying than any other place on campus, including my apartment." "I depend a lot on the reserve library and really appreciate using the library as a home base for studying."

Summary

As primary consumers of the Library's services, students are in a key position to evaluate them, at least from their particular viewpoints. The many constructive suggestions and criticisms offered in response to the student questionnaire should be given careful consideration by the Library administration, and, if reasonable, desirable, and feasible, efforts should be made to adopt them. Specifically, the following points seem worth emphasizing:

1. Extend library hours, especially on weekends.
2. Where the need exists, improve physical conditions for study; keep reading rooms quieter, eliminating unnecessary conversation, and improve lighting. Probably little can be done about overcrowding until there is an addition to the library building.
3. Improve services by reshelving books promptly, speeding up the checkout system, keeping rental typewriters repaired, more adequate staffing of the Listening Library, and providing more copies of books and periodicals in heavy demand, etc.
4. Teach the use of the Library, formally and informally, in a program designed to reach all students.
5. Correct deficiencies in library holdings noted by students, and give students an opportunity to recommend books for acquisition.

6. Insist upon maximum courtesy and helpfulness from all members of library staff, from student assistants upward.